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ABSTRACT

This language program guide is designed for teachers of primary age Spanish-background children who have limited control of standard English, the oral language necessary for success in the usual school environment. The materials included comprise Part Four of the "Primary One Guide." The conceptual content for the 40 lessons is drawn principally from three areas: (1) social science, (2) science, and (3) mathematics. Concepts are integrated into a set of oral language lessons which progress sequentially, both conceptually and linguistically. There is a Spanish support activity for each lesson which introduces the conceptual content in the first language. Five review and five evaluation lessons are contained in the guide. An extensive art supplement and a word list covering lessons 1-160 are included. For a companion document see ED 039 815. (RL)

ED050620

MICHIGAN ORAL LANGUAGE SERIES

Standard English as a Second Language or Second Dialect

Interdisciplinary Oral Language Guide —Primary One Part Four

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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ACTFL EDITION
1970

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ED050620

Preface to the ACTFL Edition

Since its organization the American Council on the Teaching of Foreign Languages (ACTFL) has been interested in and concerned with the education of Americans for whom English is not the mother tongue. This interest and concern have led ACTFL to study several instructional programs in this area.

One set of materials which came to our attention is the Michigan Oral Language Series produced under the direction of Ralph Robinett and Richard Benjamin with E.S.E.A. Title I-Migrant funds provided by the Michigan Department of Education to the Washtenaw County Intermediate School District and the Foreign Language Innovative Curricula studies (E.S.E.A. Title III). The series consists of structured oral language lessons for use with four, five and six year old children who need to learn English as a second language or standard English as a second dialect; the lessons are accompanied by evaluation and teacher training materials.

The series gives the teacher a detailed sequence of oral language activities which are not only linguistically controlled but also emphasize and reinforce the conceptual development of the child.

ACTFL has made these materials available for several reasons:

1. So that you can see what one project has been able to produce with competent staff.

2. So that you will appreciate--if you do not already--what materials development means.

3. So that you can use these materials for training personnel in your institution.

4. So that you may consider adapting or adopting them--in whole or in part--for your program.

The series consists of six components:

1. Bilingual Conceptual Development Guide--Preschool
2. English Guide--Kindergarten
3. Spanish Guide--Kindergarten
4. Interdisciplinary Oral Language Guide--Primary One
5. Michigan Oral Language Productive Tests
6. Developing Language Curricula: Programed Exercises for Teachers

If you wish to order multiple or single copies of these texts please consult the catalogue published by ACTFL.

This ACTFL Project has been made possible by CONPASS (Consortium of Professional Associations for Study of Special Teacher Improvement Programs), under a grant from the U. S. Office of Education, and it is intended to extend the work of CONPASS initiated at its conference in Grove Park, North Carolina on 10-15 June 1969. ACTFL extends its appreciation to CONPASS for the grant which makes the distribution of these materials possible and to the staff of FLICS and the Migrant Worker Program for their willingness to share the fruits of their work.

F. André Paquette
Executive Secretary

MMPIP

INTERDISCIPLINARY ORAL LANGUAGE GUIDE PRIMARY ONE

PART FOUR: LESSONS 121-160

STANDARD ENGLISH AS A SECOND LANGUAGE OR SECOND DIALECT
FOR SPANISH-BACKGROUND CHILDREN

INTERDISCIPLINARY ORAL LANGUAGE GUIDE: PRIMARY ONE

PART FOUR: LESSONS 121-160

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These materials were developed by the Washtenaw Intermediate School District under a grant from the Migrant Program of the Michigan Department of Education and are the property of the State of Michigan

1970

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FOREWORD

THE PURPOSE AND TARGET POPULATION

The Michigan Migrant Primary Interdisciplinary Project is charged with creating an oral language program for use with primary age Spanish-background children who have limited control of standard English. The resulting Interdisciplinary Oral Language Guide: Primary One is designed to help provide these children with the oral language they need for the school setting. The materials here included comprise Part Four of the Primary One Guide.

THE CONTENT

The referential content for the lessons is drawn from social science, science, and mathematics. Basic concepts and processes from these areas are integrated with linguistic features identified through a contrastive analysis of Spanish and English. Within the sequence of lessons, the linguistic and conceptual targets are carefully presented and systematically revisited. It should not be assumed, however, that the use of these lessons will guarantee mastery of either the conceptual or the linguistic content. Much additional practice of both will usually be necessary.

TYPES OF LESSONS AND MATERIAL INCLUDED

Part Four of the Guide consists of forty oral language lessons. Five of these are review lessons, and five are evaluation lessons which also serve as review. The other thirty lessons are designed to present a limited, carefully selected body of linguistic and conceptual content. A Spanish support activity is provided for each lesson. The art supplement section contains illustrations which may be used with the lessons, and repeats the sewing pattern for making the two puppets suggested for use with the program. In addition, a vocabulary list is included so that you may quickly identify where particular words and meanings are introduced.

THE UNIT OVERVIEW PAGE

The UNIT OVERVIEW page at the beginning of each unit provides a synthesis of the linguistic and conceptual content contained in the unit. Reading the OVERVIEW PAGE will familiarize you with the general language and conceptual content to be covered in that unit. This will help you keep the central goals of the unit in mind as you adapt the activities to the needs of your particular group.

THE SPANISH SUPPORT ACTIVITIES

The concepts in the SPANISH SUPPORT ACTIVITIES are key concepts in science, social science, and mathematics which the pupils will encounter in the corresponding English ORAL LANGUAGE LESSONS. Presenting each of the Spanish activities before implementing each of the corresponding English ORAL LANGUAGE LESSONS will ensure that the concepts are familiar to the learner before they are practiced in the new language. The SPANISH SUPPORT ACTIVITIES are also intended to reassure the pupil that his home language is a valuable asset which is respected as a legitimate means of dealing with intellectual tasks. These activities are commonly carried out by the Spanish-speaking aide under the teacher's supervision.

The English translations of the SPANISH SUPPORT ACTIVITIES are not to be taught as English lessons. The translations are given only to provide understanding of the activities for teachers who do not speak Spanish. The activities themselves are designed to be taught in Spanish.

SPANISH SUPPORT ACTIVITIES precede each bloc of five lessons. Each of these activities takes approximately 10 minutes to implement. The specific concepts to be used and the materials necessary for implementing the SUPPORT ACTIVITIES are listed in the BASIC CONCEPTUAL FOCUS and MATERIALS boxes on the top of the left hand page of each set of SPANISH SUPPORT ACTIVITIES.

THE ORAL LANGUAGE LESSON

The left hand page of each ORAL LANGUAGE LESSON provides you with important pre-lesson information. In the LINGUISTIC FOCUS box, you will find the language structures and vocabulary that are being reviewed as well as the structures and vocabulary that are to be introduced for the first time in the program. In the LINGUISTIC COMMENTARY box, you will find a list of language problems that Spanish-speakers typically have with the English used in the lesson. The activities in the lesson have been designed to help the pupils overcome those typical language problems. In the CONCEPTUAL FOCUS box, you will find the relevant concepts that have already been used in the program as well as the concepts that are to be used for the first time in the ORAL LANGUAGE LESSON. The CONCEPTUAL COMMENTARY box lists conceptual problems that any first grader might have. The activities in the lesson have been designed to use the concepts in easy-to-understand situations. The MATERIALS box lists the items you need to prepare and use for each activity in the lesson. Pictures referred to in the MATERIALS box are found in the ART SUPPLEMENT in the back of the guide.

Familiarizing yourself with the actual lesson format on the right hand page before teaching each ORAL LANGUAGE LESSON will enable you to implement the lesson with a clear understanding of its content and teaching strategies. The right hand page of each ORAL LANGUAGE LESSON contains three activities and a box entitled TAKE-OFF IDEAS. The first two activities contain new vocabulary items within old language structures and old vocabulary items within new language structures. The third activity is primarily a review of the structures and vocabulary contained in the first two activities of the same lesson. Each of the activities has conceptual input drawn from one or more of the three content areas: social science, science, or math.

The narrative of each activity contains suggestions concerning the actual teaching of the activity. Each dialog is an example of the narrative and reflects the natural language that teachers and pupils typically use.

Each of the activities is designed to take approximately 10 minutes. Allowing about 10 minutes for a SPANISH SUPPORT ACTIVITY and 30 minutes for an entire ORAL LANGUAGE LESSON, you should be able to cover one of each in a school day. Since each ORAL LANGUAGE LESSON is divided into three activities, you may wish to teach the activities during different periods of the day rather than all at once.

The situations in TAKE-OFF IDEAS are suggestions for lesson reinforcement at other times during the day. You may wish to use them regularly with those pupils who need additional practice on the linguistic and conceptual content of the ORAL LANGUAGE LESSONS.

THE REVIEW LESSON

Notice that ORAL LANGUAGE LESSONS 125, 135, 145, and 155 are REVIEW LESSONS. The left hand page of these lessons points out the language and concepts from the previous four lessons which are revisited in the REVIEW LESSON. The left hand page also lists the materials you need to prepare and use in implementing the lesson. You can teach the REVIEW LESSON just as you did each of the preceding four ORAL LANGUAGE LESSONS, recognizing that the only difference between the REVIEW LESSON and the ORAL LANGUAGE LESSONS is that there are no new structures, new vocabulary, or new concepts in the REVIEW LESSON.

Taking your class on the field trips suggested in the SUGGESTED FIELD TRIPS box at the end of each REVIEW LESSON provides you with an opportunity to help your pupils use the ORAL LANGUAGE LESSON structures, vocabulary, and concepts in situations less controlled than those included in the lesson.

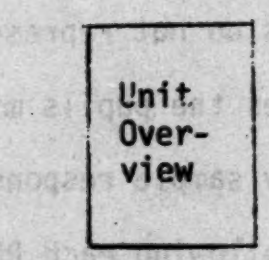
THE REVIEW-EVALUATION LESSON

Notice that the last lesson in each unit, 130, 140, 150, and 160, is a REVIEW-EVALUATION LESSON. The REVIEW-EVALUATION LESSON is designed to help you determine, in modified language situations, how well your pupils can use the structures and vocabulary of the unit just covered. The left hand page of the lesson lists the main language structures to be evaluated, the concepts used, and also the materials you need to prepare and use. You can find suggestions for implementing the lesson on the right hand page of the REVIEW-EVALUATION LESSON. This lesson, like the ORAL LANGUAGE LESSONS, is divided into three activities and can be taught in the same way. However, the responses suggested in the dialogs do not represent the only structures the pupils might use; these are only sample responses. Immediately following each REVIEW-EVALUATION LESSON is a RECORD SHEET which is designed to assist you in determining which language structures from the previous unit are successfully or unsuccessfully controlled by your class.

ACKNOWLEDGMENTS

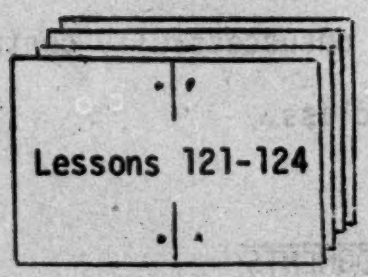
We are grateful for the contributions to Part Four of the Primary Guide made by Harender Vasudeva, who critically reviewed the lessons to provide formative evaluation of the materials as they were being produced.

The diagram below illustrates the sequence of the lessons for two weeks, or one unit. There are four units in Part Four of the Primary One Guide, each containing ten lessons, laid out as illustrated.

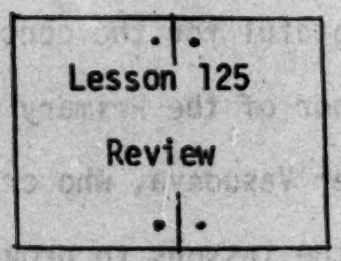


The Unit Overview synthesizes the linguistic and conceptual input of the unit.

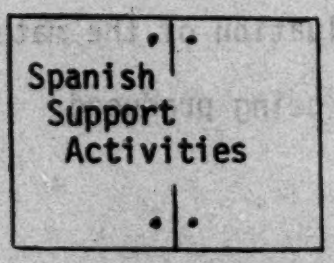
Spanish Support Activities introduce major concepts in Spanish before they are dealt with in English.



Oral Language Lessons with interdisciplinary content introduce English structures and concepts from social science, science, and math.



Review Lesson reviews language and concepts from the preceding four lessons.



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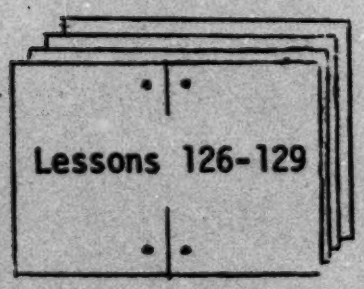

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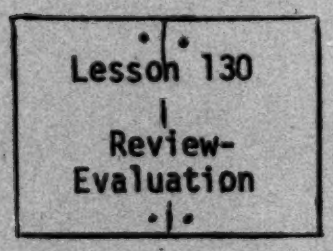


The Review-Evaluation enables teacher to measure pupil progress while reviewing language and concepts from preceding lessons in the unit.

UNIT 13

MICHIGAN MIGRANT PROGRAM	INTERDISCIPLINARY ORAL LANGUAGE UNIT 13 - OVERVIEW

The first grade child enjoys stories. He is often asked to describe and make inferences about story events and characters, and to give reasons for his inferences. He may be asked to do the same in reference to classroom events and people. To participate in these activities the Spanish-speaking child needs to understand and use structures in English that help him to enumerate events, make inferences, and cite reasons for them.

LINGUISTIC FOCUS

Unit Thirteen contains questions and answers providing the pupils with practice in:

USING FORMS OF LOOK, FEEL, AND ACT TO INDICATE APPEARANCE AND EMOTION

USING THINK, PROBABLY, AND SURE TO INDICATE DEGREE OF CERTAINTY

USING FOR AND THE ING FORM OF VERBS TO INDICATE PURPOSE

USING WILL WITH THE SIMPLE FORM OF VERBS TO INDICATE FUTURE

USING WANT/ASK ( ) TO ( ) IN CAUSATIVE EXPRESSIONS

USING IMPORTANT TO ( ) AND BETTER FOR ( ) TO ( ) TO INDICATE DEGREE OF DESIRABILITY

CONCEPTUAL FOCUS

Unit Thirteen contains activities which are basically designed to help the first grade child with the following:

DEMONSTRATING THAT ORDINALS CAN BE APPLIED TO AN INFINITE NUMBER OF THINGS

CONTRACTING, WRITING, AND EXPANDING 10 + 1 AS 11, 10 + 2 AS 12, ETC.

DESCRIBING AND CLASSIFYING FEELINGS IN SIMILAR SITUATIONS

ENUMERATING AND SEQUENCING EVENTS IN A STORY SEQUENCE

MAKING AND EXPLAINING INFERENCES ABOUT STORY CHARACTERS, SITUATIONS, AND VALUES

INFERRING AND EXPLAINING FROM A GIVEN SITUATION

IDENTIFYING AND CLASSIFYING THE PARTS OF A CLOCK

TELLING AND WRITING TIME TO THE HOUR

STATING GENERALIZATIONS ABOUT CLASSROOM BEHAVIOR

PREDICTING CLASSROOM BEHAVIOR

MICHIGAN MIGRANT PROGRAM	# INTERDISCIPLINARY ORAL LANGUAGE SPANISH SUPPORT ACTIVITIES

BASIC CONCEPTUAL FOCUS: designed to be introduced in Spanish:
- Enumerating and sequencing events in a story
- Contracting, expanding and writing numerals
- Extending ordinals beyond tenth
- Making inferences about other people and self and explaining inferences
- Describing how they felt in that situation
- Describing experiences and feelings as being similar
- Describing and explaining feelings about rules of sharing

MATERIALS:
- Activity 1: Use the four accompanying pictures of "Goldilocks and the Three Bears", chalk and tape.
- Activity 2: Prepare with the accompanying pattern 15 sad and happy faces with numbers 1 to 15 on them; use pictures 1 and 3 from English Lesson 121, picture 2 from English Lesson 122, chalk and tape.
- Activity 3: Use chalk.
- Activity 4: Use the picture from English Lesson 123 and chalk.

1. LOS TRES OSITOS (to accompany lesson 121) THE THREE BEARS

Cuente la historia de "Los tres ositos". Muestre las láminas que acompañan la lección. Invite a un niño a reconstruir el cuento. Pídale colocar las láminas en orden de sucesión en la pizarra. Explique que ese cuento tiene primera, segunda, tercera y cuarta página, pero que hay otras más grandes que tienen décima y vigésima página, etc. Cuente diez de los dibujos de las láminas. Ponga una marca por cada uno. Escriba el numeral 10 y un + en la pizarra. Cuente uno más y escriba el 1. Diga que hay otra forma de escribir 10+1. Cuente con la clase las marcas y escriba 11. Repita con 10+2, 12.

Tell the story of "The Three Bears" and show the pictures which accompany this lesson. Have a pupil recreate the story by putting the pictures in successive order on the board. Explain that this story has first, second, third and fourth pages, but there are others which are longer and have fifteenth and twentieth pages, etc. Count ten of the items illustrated in the pictures and make a chalk mark for each one. Write the numeral 10 and + on the board. Count one more and write a 1. Say that there is another way of writing 10+1. Count the marks with the class and write 11. Repeat with 10+2, 12.

2. SENTIMIENTOS (to accompany lesson 122) FEELINGS

Pregunte si todas las personas sienten y actúan de la misma forma. Muestre la lámina 1. Interrogue a los niños sobre

Ask if all people feel and act in the same way. Show picture 1. Guide the pupils with questions about its content

su contenido para obtener "está triste" y que lo saben "porque está llorando." Repita con las otras dos láminas. Invite a tres niños a representar escenas en que estén tristes, contentos y bravos. Guíe a la clase a adivinar que es lo que representa cada uno. Llame diez niños. Préndales en la espalda una cara feliz o triste con un numeral del 1 al 10. Colóquelos de frente en orden. Cuéntelos y pídales dar vuelta. Escriba el 10 y + en la pizarra. Repita con tres niños. Invite a la clase a contarlos. Escriba el 13. Repita con 10+4, 14 y 10+5, 15.

so they say, "He's sad" and they know this, "Because he's crying." Repeat with the other three pictures. Invite three pupils to pantomime being sad, happy and angry. Guide the class to guess what each means. Call ten pupils and attach a sad or a happy face, numbered from 1 to 10, on their backs. Put them in order facing the front. Count them and ask them to turn around. Write 10 and a + on the board. Repeat with three more pupils. Have the class count them. Write 13. Repeat with 10+4, 14 and 10+5, 15.

3. FELIZ Y TRISTE (to accompany lesson 123) SAD AND HAPPY

Invite a unos niños a representar un grupo jugando y a un niño llorando porque no lo dejan participar. Pida a otros representar unos niños felices porque ganaron un juego. Pregunte qué le pasa al niño que llora y por qué están felices los otros niños. Pregunte si ellos han tenido experiencias similares. Pídales levantar la mano. Ponga una marca en la pizarra por cada uno. Cuente 17 de ellas y escriba el numeral en la pizarra. Pregunte cuál es otra manera de escribir 17. Guíelos para obtener la respuesta 10+7. Invite a algunos a contar sus experiencias.

Invite some pupils to pantomime a group playing and another pupil to pantomime a child crying because the group won't let him join in. Ask others to pantomime children who are happy because they won a game. Ask what is happening to the child who is crying and why the other children are happy. Ask them to raise their hands if they have had similar experiences. Put a mark for each one on the board. Count 17 of them and write the numeral on the board. Ask for another way to write 17. Guide them to say 10+7. Have several tell about their similar experiences.

4. PALOMITAS DE MAIZ (to accompany lesson 124) POPCORN

Muestre la lámina del niño comiendo palomitas de maíz. Comente con la clase su contenido. Guíe la clase a observar si el niño está compartiendo las palomitas o no. Pregunte si esa es una buena regla de comportamiento o no, y por qué. Pregunte cómo se siente la gente en situaciones parecidas y qué se puede hacer para evitarlo. Invite los niños a decir algunas reglas para compartir. Pregunte por qué son útiles. Guíelos a decir "para que todos reciban su turno y nadie se sienta mal." Dibuje en la pizarra diez palomitas de maíz y cuéntelas. Dibuje siete más y cuéntelas de nuevo. Escriba 10+7. Invite a un niño a escribirlo de otra forma, 17. Repita con otros numerales.

Show the picture of the boy eating popcorn. Discuss its content with the class. Guide the pupils to observe if the boy is sharing the popcorn or not. Ask if those are good manners or not and why. Ask how people feel in similar situations and what can be done to avoid it. Invite the pupils to give some rules of sharing. Ask why they are useful. Guide them to say, "So everyone gets his turn and no one feels bad." Draw ten pieces of popcorn on the board and count them. Then draw seven more and count them. Write 10+7 and have a pupil write it another way, 17. Repeat with other numerals.

MICHIGAN MIGRANT PROGRAM	INTERDISCIPLINARY ORAL LANGUAGE LESSON 121

Review	LINGUISTIC FOCUS	Introduce
(Did) (_____)? Why (_____)? (_____) because (_____).		(Did) (he) (look/feel) happy or sad? (He) (looked) (sad).
share, play with too; can/can't, could/couldn't eleven, twelve; high		feel/felt, look (= appear) happy, sad story

LINGUISTIC COMMENTARY

Typical language problems are: loss of the auxiliary and non-English word order, as in Looks sad the boy?; use of regular past ending on irregular verb, as "feeled" for felt, and substitution of "luke" for look, "fill" for feel, "fel" for felt, "sat" for sad, "hoppy" for happy, and "estory" for story.

Review	CONCEPTUAL FOCUS	Introduce
Using ordinals first, second, third, fourth, etc. and reversing the order of the things labeled with the ordinals to show that first means a beginning position Naming the numeral 10 + 1 as eleven, and 10 + 2 as twelve		Enumerating events in a story sequence Sequencing events in time Demonstrating that ordinals can be applied to an infinite number of things and writing 10 + 1 in its standard numeral form 11 Making inferences about story characters and explaining the inferences Inferring from a given situation Extending ordinals beyond tenth

CONCEPTUAL COMMENTARY

A typical conceptual problem is: difficulty understanding the process of contracting 10 + 1 to 11.

MATERIALS

Activity 1: Use the 3 accompanying pictures labeled Picture 1, Picture 2 and Picture 3, and Blink.
Activity 2: Use the 3 pictures from Activity 1 and Blink.
Activity 3: Use the 3 pictures from Activity 1 and chalk.

1. THE REVERSIBLE STORY

Display the three accompanying pictures in the following order from left to right, Picture 2, Picture 1, Picture 3. Question the class about Picture 2 and then Picture 1. Have Blink help the responses.

T: /refers to little boy in Pic. 2/ Why can't he play with Wink?
B&C: He can't play with Wink because Wink is too high.
T: /refers to little boy in Pic. 1/ Does he look happy or sad?
B&C: He looks sad.
T: Why does he look sad?
B&C: He looks sad because he can't play with Wink.

Continue with Picture 3, using the questions for Picture 1. Substitute happy for sad and can for can't when appropriate. Then, help a volunteer arrange the pictures in order, 1, 2, 3. Repeat the appropriate dialog for each picture and then ask Blink and the class why this story is a happy story.

T: Why is this story a happy story?
B&C: It's a happy story because the big boy shares.

Help a volunteer reverse the picture order, 3, 2, 1. Repeat the appropriate dialog for each picture. Then repeat the last question and answer, substituting sad for happy and doesn't share for share.

2. RECALL THE STORY

Display the pictures from Activity 1 in the order 1, 2, 3. Turn Picture 1 around to conceal it. Ask Blink and the class to recall what it was about.

T: /refers to picture/ Did the little boy look happy or sad?
B&C: He looked sad.
T: Why did he look sad?
B&C: He looked sad because he couldn't play with Wink.

Continue, leaving Picture 1 concealed and concealing Picture 2. Use Why didn't he play with Wink and He didn't play with Wink because Wink was too high. Leave Pictures 1 and 2 concealed. Conceal Picture 3 and use the dialog for Picture 1, using happy and could play where appropriate.

Then display the pictures in the 3, 2, 1 order. Repeat the appropriate present tense dialog for each, substituting feel for look. Repeat, in the past tense, using felt for feel. Finally explain that while this story only has a first page, second page, and third page, other stories may have a fourteenth page, a fifteenth, etc. Show a storybook to illustrate your point.

3. THE HAPPY AND SAD FACES

Have two volunteers pantomime the sad story from Activity 1. Help the class ask individuals the appropriate questions from Activities 1 and 2.

T&C: /referring to little boy/ Did he look happy or sad?
P1: He looked sad.
T&C: Why did he look sad?
P2: He looked sad because he couldn't play with Wink.

Continue asking appropriate questions about the pantomime. Then, have everyone make either a sad or happy face. Draw a ☺ or a ☹ on the chalkboard for each child. Make sure that there are at least twelve chalked faces by adding some if there aren't twelve or more pupils in the room. Then count ten of the faces with the class and put 10 + on the board. Count one more face and put a 1 after the +. Ask the class what another name for 10 + 1 is.

T: What's another name for 10 + 1?
C: Eleven.

Continue, explaining that there is another way to write 10 + 1. Write 11 on the board. Repeat for 10 + 2 and 12. Have the pupils write numerals in both contracted and expanded forms.

TAKE-OFF IDEAS

*During music time, sing "When You're Happy And You Know It Clap Your Hands".

MICHIGAN MIGRANT PROGRAM	INTERDISCIPLINARY ORAL LANGUAGE LESSON 122

Review	LINGUISTIC FOCUS	Introduce
(Did) (_____)? Why (did) (_____)? (He) (looks) (sad) because (he) (can't play with Wink).		How do you think (he) (feels/felt)? I think (he) (feels/felt) (sad).
look, feel/felt, play with, has happy, sad; thirteen hand		think, act mad, silly puppet, feet, head

LINGUISTIC COMMENTARY

Typical language problems are: loss of third person s, as do for does, look for looks, addition of third person s, as in Does he looks sad?; substitution of "tink" or "sink" for think, "ac" for act, "mat" for mad, "het" for head, "seely" for silly, and "poppet" for puppet.

Review	CONCEPTUAL FOCUS	Introduce
Enumerating events in a story sequence Making inferences about story characters and explaining the inferences Inferring from a given situation		Contracting and writing 10 + 3 into its standard numeral form 13, 10 + 4 into 14 and 10 + 5 into 15

CONCEPTUAL COMMENTARY

A typical conceptual problem is: difficulty understanding the process of contracting, as 10 + 3 to 13.

MATERIALS

Activity 1: Use the accompanying 3 pictures labeled Picture 2, Picture 3, and Picture 4, the picture from Lesson 121 labeled Picture 1 and Blink.
Activity 2: Use the pictures from Activity 1 and Blink.
Activity 3: Use chalk.

1. THE SAD, MAD LITTLE BOY

Display in the following order from left to right: Picture 1 from Lesson 121, Pictures 2, 3, and 4 that accompany this lesson. Ask the class about the little boy in Picture 1.

T: Does he look happy or sad?
C: He looks sad.
T: Why does he look sad?
C: He looks sad because he can't play with Wink.
T: How do you think he feels?
C: I think he feels sad.

Continue with the other pictures, having Blink model each response. With Picture 2, substitute mad for sad. With Picture 3, substitute happy for sad where appropriate and can play with many puppets for can't play with Wink. With Picture 4, substitute silly or not silly for happy or sad, and He has puppets on his (feet/head/hands) for He can't play with Wink.

2. STORY RECALL

Display the four pictures used in Activity 1 in the same order, 1, 2, 3, 4. Refer to Picture 1 and then turn it around to conceal it. Ask the class questions to recall the content.

T: /refers to little boy in Pic. 1 after concealing picture/ Did he look happy or sad?
C: He looked sad.
T: Why did he look sad?
C: He looked sad because he couldn't play with Wink.
T: How do you think he felt?
C: I think he felt sad.

Continue, concealing each picture and making the appropriate word substitutions listed in Activity 1. Repeat with all four pictures, having groups ask each other the questions. Then show Picture 3 again and point out that the little boy was smiling. Have pupils tell what else the boy did that helped show them that he was happy. Repeat the dialog for Picture 3 in the present and past tenses, substituting act/acted for look/looked, and having Blink model the responses.

3. FEELIN' SILLY

Have volunteers make silly faces as you put a mark on the board for each silly face until there are fifteen marks. Help groups ask each other appropriate questions from Activities 1 and 2 about the volunteers' silliness.

T&G1: Did they look silly or not silly?
G2: They looked silly.
T&G1: How do you think they felt?
G2: I think they felt silly.

Continue, having individuals ask and answer the questions. Then, count ten of the marks on the board with the class and put 10 + on the board. Count three more marks and put a 3 after the +. Ask the class what another name for 10+3 is.

T: What's another name for 10+3?
C: Thirteen.

Continue, explaining that there is another way to write 10+3. Write 13 on the board. Repeat for 10+4, 14; 10+5, 15. Have the pupils write numerals in both contracted and expanded forms.

TAKE-OFF IDEAS

*During indoor recess periods, have volunteers turn their backs to the class and pantomime being happy, mad, sad, or silly. Have the class guess what they are pantomiming by looking at their gestures such as slumped shoulders for being sad, clenched fists for being mad, etc.

*Have each pupil put a ☺ or a ☹ or both on his own seatwork to indicate what he thinks of his accomplishments.

*During art period, have the class make "Happiness is..." books, drawing several pictures of things that make them happy.

*Have a happy-sad box in which individuals may deposit a piece of scrap paper with a ☺ or a ☹ whenever they feel that way. Have helpers sort the faces and discuss how people feel each day.

MICHIGAN MIGRANT PROGRAM	INTERDISCIPLINARY ORAL LANGUAGE LESSON 123

Review	LINGUISTIC FOCUS	Introduce
(Some) (look) (mad). I get mad when (_____). I think (_____). mad, sad, happy, silly look, happen, act, think, share, get/got		I (thought) (they) (acted) (silly). Why did (he) (get) (mad)? Because (he) wanted (the other boy) to (share). thought, stay noisy, quiet, hungry

LINGUISTIC COMMENTARY

Typical language problems are: confusion of tense forms, as think for thought, act for acted; confusion of simple and s form, as when something like that happen for when something like that happens; substitution of "sought" or "tought" for thought, "estay" for stay, and /s/ for /z/ in noisy.

Review	CONCEPTUAL FOCUS	Introduce
Making inferences about picture characters or pantomimers and explaining the inferences		Describing similar situations in people's lives Writing 17 in its expanded form Naming 17 as seventeen Describing how one feels in situations Classifying feelings as being similar

CONCEPTUAL COMMENTARY

A typical conceptual problem is: difficulty understanding that unfortunate things happen to everybody, even teachers and parents, etc.

MATERIALS

Activity 1: Use the accompanying picture of the stingy popcorn eater, chalk, and Wink.
Activity 2: Use several books and Wink.
Activity 3: Use Picture 1 from Lesson 121, Pictures 2, 3, and 4 from Lesson 122, tape, chalk, and Wink.

1. IT HAPPENS TO EVERYBODY SOMETIME

Display the accompanying picture. Ask Wink and the class questions about the picture and then relate the picture incident to personal experiences, putting a mark on the chalkboard for each pupil who indicates by raising his hand that things like that happen to him. Have Wink help with the responses.

T: /refers to stingy boy in pic./ Is he sharing?
W&C: No, he's not sharing.
T: Do the other people look mad?
W&C: Some of the other people look mad. Some look sad. One looks hungry.
T: Do things like that sometimes happen to us? Raise your hand if things like that happen to you.
W&C: /pupils raise hand/ Yes, things like that sometimes happen to us.

Teacher puts mark on chalkboard for each raised hand.

Continue, asking the last question several times, substituting the following words, one at a time, for us: boys, girls, grown-ups, mothers, fathers, and you. Have Wink help the class, groups and individuals respond. Then count seventeen marks with the class and write 17 on the board. Point to the 17 and name it with the class. Then recount ten of the marks and write 10+ on the board. Recount the remaining seven marks and put a 7 after the 10, showing that 17 can also be written as 10 + 7. Continue expanding other numerals.

2. BE QUIET PLEASE!

Have two small groups, one of boys and one of girls pantomime. The girls try to read silently while the boys make noises. Afterwards, question Wink and the class about what happened and related personal feelings.

T: /refers to noisy group/ What did you think about what the boys did?
W&C: I thought they acted silly.
T: /refers to reading group/ Did the girls get mad?
W&C: Yes, they got mad.
T: Why did the girls get mad?
W&C: Because they wanted the boys to get quiet but they stayed noisy.
T: Do you get mad when something like that happens?
W&C: Yes, I get mad when something like that happens.

Repeat the pantomime and dialog, having the girls be noisy.

3. SORTING OUT FEELINGS

Tape up Picture 1 from Lesson 121 and Pictures 2, 3, and 4 from Lesson 122. Print sad, mad, happy or silly under the appropriate picture, referring always to the little boy's feelings. Referring to Picture 2, have Wink help the boys ask the girls, "Why did he get mad?" Help the girls respond.

W&Bs: /referring to little boy/ Why did he get mad?
T&Gs: Because he wanted the other boy to share.

Repeat, having the girls ask the question. Then point to Picture 4 and ask the class, "What do you think about what he's doing?" Have Wink help the response.

T: /refers to "silly" Pic. 4/ What do you think about what he's doing?
W&C: I think he's acting silly.

Repeat several times with individuals replacing the class and groups in the dialog. Then point to each picture and have pupils raise their hands if they have felt the way the little boy feels in each picture. Put a mark for each raised hand under the appropriate picture. Point out that almost everyone feels sad, happy, mad or silly sometime.

TAKE-OFF IDEAS

*Tell about something that made you mad. Have others tell their similar stories. Then, re-tell one child's story without his name and have the class guess whose story you told.

MICHIGAN MIGRANT PROGRAM	INTERDISCIPLINARY ORAL LANGUAGE LESSON 124

Review	LINGUISTIC FOCUS	Introduce
(They) should (_____). I think (_____).		They need rules for sharing. Why do (we) need rules for sharing? So (everybody) (can play).
need, think, feel/felt, share, get, take good, happy, sad puppet, turn would, should		bad for (_____)ing; so (= in order that) popcorn, puzzle, rule

LINGUISTIC COMMENTARY

Typical language problems are: confusion of simple and s forms of verbs; loss of ing, as for share for for sharing; confusion of should and would; use of for with why, as for why or why for; substitution of "pozzle" for puzzle, "bot" or "bet" for bad.

Review	CONCEPTUAL FOCUS	Introduce
Inferring from a given situation Identifying rules Expanding, contracting and writing numerals 11-16		Describing feelings about rules of sharing and explaining how rules or lack of rules make us feel Explaining why using inferred information Expanding, contracting, and writing numeral 17

CONCEPTUAL COMMENTARY

A typical conceptual problem is: difficulty understanding that rules, when appropriate and fair, can help to make people feel good, happy, etc.

MATERIALS

Activity 1: Use Picture 2 from Lesson 121, the popcorn picture from Lesson 123 and Wink.
Activity 2: Use a puzzle, the popcorn picture from Lesson 121, chalk and Wink.
Activity 3: Use Wink and Blink.

1. THE WHY AND WHAT OF RULES

Display Picture 2 from Lesson 121 and the popcorn picture from Lesson 123. Referring to the Lesson 121 picture, question Wink and the class about the necessity for rules in the pictured situation.

T: /refers to Lesson 121 picture/ Do they need rules for sharing?
W&C: Yes, they need rules for sharing.
T: Why do they need rules for sharing?
W&C: So the little boy gets a turn and doesn't feel bad.
T: What would be a good rule for them?
W&C: They should take turns with the puppets.

Repeat with the other picture, using So the others get some popcorn and don't feel bad and They should share the popcorn. Repeat with both pictures having groups and individuals respond.

2. FEELINGS TALLY

Have on hand the popcorn picture from Lesson 123 and a puzzle. Have a group of three or four pupils pantomime a non-sharing situation with a puzzle. Afterwards ask Wink and the class questions about the situation. Print Felt bad, Felt good on the board. Have the pupils raise their hands if they think the pantomimers felt bad without rules. Put a mark under the appropriate label for each raised hand.

T: How do you think they felt without rules?
W&C: I think they felt bad.
T: Raise your hand if you think they felt bad without rules. /T puts marks for raised hands under appropriate label/ What would be a good rule for them?
W&C: They should share the puzzle.

Continue, having a new group pantomime sharing the puzzle. Use, with instead of without, good instead of bad and What is instead of What would be. Put marks under the Felt good label this time. Then repeat the whole activity with new pantomimers, pretending to not share and then share popcorn. Use the popcorn picture to stimulate the pantomime. Using the marks on the board, expand, contract and name numerals from eleven to seventeen as done previously in Lessons 121-123.

3. THE RULES OF THIS ROOM

Divide the class into two groups. Have Wink help one group ask questions about classroom rules and have Blink help individuals in the other group respond.

W&G1: What would be some rules for sharing in this room?
B&P1: We should share the puzzles.
B&P2: We should take turns with the puppets.
W&G1: Why do we need rules for sharing?
B&P3: So we feel (happy).
B&P4: So everybody can (play).

Continue, having Group 2 ask the questions and individuals from Group 1 respond, using so with happy, sad, etc.

TAKE-OFF IDEAS

*During storytime, help the class make up stories about characters such as Sad Sally, Mad Mike, Happy Hank, Silly Sue, etc.

*During storytime, have individuals try to sound sad, mad, etc. as they talk while being tape recorded. Afterwards play the tape back and guess how they were pretending to feel. Discuss how hard it is to pretend feelings when something hasn't really happened to make you feel mad, sad, etc.

*During gym, let individuals be leaders who give directions to the class such as Be sad, Be mad, Be silly, etc. Encourage creative movements to get across the feelings being portrayed.

*During art, make Silly Feet drawings. Have each pupil take off a shoe and trace around his foot several times on a sheet of paper. Have the pupils draw sad or happy faces on the feet. Have the pupils discuss the Silly Feet and make up stories about them.

MICHIGAN MIGRANT PROGRAM	INTERDISCIPLINARY ORAL LANGUAGE LESSON 125

REVIEW

LINGUISTIC FOCUS - REVIEW

Using forms of feel to indicate emotion
Using think to indicate degree of probability
Using for and the ing form of share to indicate purpose
Contrasting want to ( ) and want ( ) to ( )

CONCEPTUAL FOCUS - REVIEW

Sequencing events in time
Making inferences about feelings from given situations and explaining inferences
Expanding, contracting, and writing numerals 11 - 17

MATERIALS

Activity 1: Use chalk.
Activity 2: Use chalk and Wink.
Activity 3: Use the two accompanying sets of numeral pictures, and tape.

1. FEELINGS CHECK

Have two pupils pantomime sharing chalk at the board. Have the pupil with chalk not share it at first, then share it. Have each pantomime their pretend feelings. Next, question volunteers about how the pupils felt. Check with the pantomimers to see if that was the way they felt.

T: /after P1 and P2 pantomime/ How do you think (Jose) felt at first?
V1: I think he felt (sad).
T: Why do you think that?
V1: Because he wanted (Lu) to (share the chalk).
T: Ask (Jose) how he felt.
V1: Did you feel (sad)?
P1: (Yes). I felt (sad).

Continue questioning the volunteers and checking back with the pantomimers. Conclude by asking the class if they need rules for sharing.

2. NUMBER FEELINGS

Draw a sad ten on the board as in the following diagram:

Ask the class how they think Mr. Ten feels and why. Have Wink cue with He wants to be a bigger number.

T: How do you think Mr. Ten feels?
C: I think he feels sad.
T: Why do you think that is true?
W: He wants to be a bigger number.
C: He wants to be a bigger number.

Next, add +1 after Mr. Ten. Ask for another name for ten plus one and write 11. Draw a figure around 11, leaving the face blank. Ask if Mr. Ten is happy now that he is Mr. Eleven. Have Wink shake her head no. Then draw a sad face for Mr. Eleven.

T: /after writing + 1/ What's another name for this?
C: Eleven.
T: /draws figure around 11/ Do you think Mr. Ten is happy now that he is bigger?
C: /after Wink shakes head no/ No, he's not.

Teacher draws in sad face.

Continue until 17 is reached. Have Wink cue a yes answer and draw a happy Mr. Seventeen. Repeat, selecting different happy numbers. Guide the class to name combinations of ten plus, and ask the pupils questions as above until the happy number is identified.

3. SILLY SIXTEEN

Arrange the Mr. Number pictures on the board out of order except for ten and seventeen. Explain that only those two numbers are happy because they are in order, the others are not. Say that if the others are put in order they will be happy too. Guide pupils to put the numbers in order, asking how they think each feels before and after they are put in order. Then replace each number with the corresponding happy number and guide pupils to express each number differently.

T: /before V puts 11 next to 10/ How do you think Mr. Eleven feels?
V: I think he feels sad.
T: /after V puts 11 next to 10/ How do you think he feels now?
V: I think he feels happy.
T: /replaces with happy 11/ What's another way of writing eleven?
V: /writing 10 + 1/ (Ten) plus (one).

Continue with the other numbers, "bad twelve", "mad thirteen", "noisy fourteen", "quiet fifteen", and "silly sixteen".

SUGGESTED FIELD TRIP

Arrange to take your class to an upper elementary or junior or senior high school play. Explain before hand that the people in the play are acting, as the pupils sometimes do when they pantomime. After the play ask the class how they thought different characters felt during different parts of the play. If the characters changed their feelings during the play, ask the class why their feelings changed. You may want to have pupils imitate the actors.

MICHIGAN MIGRANT PROGRAM

INTERDISCIPLINARY ORAL LANGUAGE SPANISH SUPPORT ACTIVITIES

BASIC CONCEPTUAL FOCUS: designed to be introduced in Spanish:
- Inferring the contents of a box without looking in
- Stating inferences regarding behavior and values, giving reasons for inferences
- Observing and describing the long hand as moving faster than the short one
- Telling time to the hour and writing 9 o'clock and 9:00
- Predicting what could happen in a given situation
- Stating generalizations about appropriate classroom behavior, giving reasons for generalizations
- Explaining why using inferred information
- Describing the parts of a clock

MATERIALS:
- Activity 1: Use the "Three Bears" pictures from Spanish Support Activity 1 supporting Lesson 121, a take-apart clock and 2 boxes the same size.
- Activity 2: Use picture 1 from English Lesson 126 and a real clock.
- Activity 3: Use the pictures from English Lesson 126, the take-apart clock, chalk.
- Activity 4: Use the pictures from English Lesson 126, chalk and tape.

1. ADIVINANDO (to accompany lesson 126) GUESSING

Muestre las láminas del cuento de "Los tres ositos". Interrogue a los niños para ver si recuerdan el cuento. Pregunte cómo se comportó el Papá Oso cuando descubrió lo que había pasado en la casa. Luego pregunte por qué creen ellos que se comportó así y cómo creen que se sintió. Llame la atención sobre el reloj de la lámina. Muestre el reloj desarmable. Identifíquelo. Nombre cada una de sus partes y guárdelas en dos cajas de igual tamaño. Pregunte a los niños por las partes que contiene cada caja. Permítales moverlas para adivinar el contenido de cada una. Invite a un niño a armar de nuevo el reloj.

Show the pictures of the story of "The Three Bears". Question the pupils to see if they remember the story. Ask how the Papa Bear behaved when he saw what had happened in the house. Then ask why he behaved that way and how he felt. Call their attention to the clock in the picture. Show the take-apart clock and identify it. Name each of its parts and put the parts in two boxes of the same size. Ask the pupils about the parts which each box contains. Let them shake the boxes to guess what each one contains. Ask a pupil to put the clock together again.

2. EL RELOJ (to accompany lesson 127) THE CLOCK

Muestre la lámina. Interrogue a los

Show the picture and question the pu-

niños sobre su contenido. Llame la atención sobre la actitud de John y José. Pregunte a la clase qué creen ellos que es importante para John y José y qué los guía a pensar de esa manera. Pregunte qué hace la maestra. Llame la atención sobre la posición de las manecillas del reloj. Muestre el reloj. Mueva sus manecillas para que los niños observen como cambian de posición de acuerdo a las horas. Guíelos a observar que el minutero se mueve más rápido que el horario y que a la hora exacta el minutero está en el 12 y el horario en la hora.

pils about its contents. Call their attention to John's and Jose's attitudes. Ask the children what they think is important to each boy and why they think that may be so. Ask what the teacher is doing. Call the pupils' attention to the positions of the clock's hands. Use a real clock. Move its hands so the pupils observe how they change position with respect to the time. Guide them to observe that the large hand moves faster than the small one, and that on the hour, the large hand is at the 12 and the small one is at the hour.

3. VALORES (to accompany lesson 128) VALUES

Muestre las dos láminas. Compare la actitud de los niños en ambas situaciones. Mediante preguntas guíe a la clase a predecir que pasaría si John hablara todo el tiempo y José nunca quisiera hablar. Pregunte por la hora que marca el reloj. Escriba en la pizarra Son las 4. Diga que hay otra forma de escribir la hora. Escriba 4:00. Use el reloj desarmable. Coloque sus manecillas dando la hora. Pregunte qué hora es. Invite a un niño a escribir la hora en ambas formas. Repita con otros ejemplos.

Show the two pictures. Compare the attitudes of the pupils in both situations. Guide the class through questions to predict what could happen if John always wanted to talk and Jose never wanted to talk. Ask what time the clock says. Write It's 4 o'clock on the chalk board. Say that there is another way to write the time. Write 4:00. Use the take-apart clock. Arrange the hands to show the time. Ask what time it is. Invite a pupil to write the time in both ways. Repeat with other examples.

4. PARTICIPANDO EN CLASE (to accompany lesson 129) PARTICIPATING IN CLASS

Coloque las láminas en la pizarra. Llame la atención sobre las diferentes actitudes de los niños. Coméntelas. Guíe la clase a observar que los niños tienen distintas actitudes porque sus valores son distintos. Pida que levanten la mano aquellos que se comportan más a menudo como José. Repita con John. Pregunte a los niños cuándo creen ellos que es bueno participar en clase y cuándo no; y si es bueno pensar siempre antes de contestar. Dibuje en la pizarra un reloj con hora. Llame un voluntario a escribir la hora usando las dos formas estudiadas. Repita con otros ejemplos. Invite los niños a poner en práctica las observaciones sobre comportamiento en clase hechas anteriormente.

Tape the pictures on the board. Point out the different attitudes of the pupils and comment on these attitudes Guide the class to observe that the pupils have different attitudes because their values are different. Ask those who behave more often like Jose to raise their hand. Repeat with John. Ask the pupils when they think it is good to participate in class and when not. Ask if it is good to always think before answering. Draw a clock showing the hour on the chalkboard. Call a volunteer to write the time using the two forms previously studied. Repeat with other examples. Invite the pupils to put into practice the observations they gave on classroom behavior.

MICHIGAN MIGRANT PROGRAM

INTERDISCIPLINARY ORAL LANGUAGE LESSON 126

Review	LINGUISTIC FOCUS	Introduce
Why do you think (he) (_____)? What do (you) think it is?		(He) probably (likes) to (talk a lot). It's probably (the short hand).
think, talk, be, like a lot, else short, long		sure hand, face, clock, numeral probably volunteer, answer

LINGUISTIC COMMENTARY

Typical language problems are: loss of do in questions; confusion of simple and s form of verb; substitution of "chure" for sure, "chort" for short, and "hant" for hand.

Review	CONCEPTUAL FOCUS	Introduce
Stating inferences about the behavior of picture characters		Identifying the hands, numerals, and face of a clock Inferring the contents of a box without looking inside Observing that the clock looks different at different times of the day

CONCEPTUAL COMMENTARY

A typical conceptual problem is: difficulty using all available information when inferring the contents of the boxes.

MATERIALS

Activity 1: Use the two accompanying pictures of John and Jose, tape, and Wink.

Activity 2: Use several boxes of various sizes, a clock with removable hands and numerals, and Blink.

Activity 3: Use Picture 2 from Activity 1, the toy clock with removable parts from Activity 2, a table, chalk, and Blink.

1. WHO DOES THE TALKING?

Use the accompanying pictures. Tape up Picture 1 and explain that the teacher wants to know what time it is. Point out John and Jose. Explain that John is raising his hand, or volunteering, but Jose is not. Tape up Picture 2, identify the clock, and explain that the teacher wants to know what pieces it has. Again John is volunteering while Jose is not. Divide the class in two groups. Have Wink guide Group 1 to question Group 2 about John. Aid the responses.

W&G1: Why do you think John volunteers a lot?
T: /modeling for Group 2/ He probably likes to talk a lot.
T&G2: He probably likes to talk a lot.
W&G1: Why else do you think John volunteers a lot?
T: /cuing Group 2/ Likes to answer.
G2: He probably likes to answer.

Continue, helping Group 2 ask Group 1 why Jose does not volunteer a lot. Have Wink cue the replies, using <u>likes to be sure</u>, <u>doesn't like to answer</u>, and <u>doesn't like to talk a lot</u>.

2. CLOCK TALK

Display several boxes, some small for numerals, some long and thin for hands, etc. and a clock with removable pieces. Guide the pupils to identify the clock, both hands, face, and numerals. Divide the class into two groups. Hide a few pieces, one to a box, so the class cannot see which piece is in which box. Explain that Blink is going to help them decide what is in the boxes. Have Blink pick up a box, shake it, and compare its size with remaining pieces to give clues as to its contents. Help Group 1 ask Group 2 what they think it is. Have Blink aid the reply. Repeat with a second box.

T: /to Group 1/ Ask them what they think it is.
G1: What do you think it is?
B: /modeling for Group 2/ It's probably the (long hand).
B&G2: It's probably the (long hand).
T: /to G1 as B chooses second box/ Ask them what they think it is.
G1: What do you think it is?
B: /whispering to cue Group 2/ (A numeral).
B&G2: It's probably (a numeral).

Continue having volunteers be Blink, alternating the question groups.

3. WHY AND WHAT

Chalk two handless clocks on the board. Have a volunteer add the hands to one of the chalked clocks so it looks the same as the classroom clock. Then divide the class in two groups. Display the "take apart" clock and give two volunteers Picture 2 from Activity 1. Help them role play the situation. As each clock piece is named set it on a table. After the role playing help Group 2 ask Group 1 about the behavior of each pupil. Have Blink cue Group 1 using replies from Activity 1.

T&G2: Why do you think (Fred) didn't volunteer a lot?
B: /cuing G1 if necessary/ Likes to be sure.
B&G1: He probably likes to be sure.

Continue with individuals. Then have Group 1 choose a clock piece from the table. Help them ask volunteers from Group 2 what piece they think it is. If the guess is correct have Group 2 question Group 1. If the guess is incorrect, remove the piece and have a new volunteer guess.

G1: What do you think it is?
V: It's probably (the face).

Encourage volunteers to make general guesses, as "It's probably a numeral" and then have others guess which numeral. End the activity having a pupil add the hands to the second chalk clock. Point out that at different times the clock looks different.

TAKE-OFF IDEAS

*Help the class record how the clock looks at lunchtime, recess time, etc.

MICHIGAN MIGRANT PROGRAM	INTERDISCIPLINARY ORAL LANGUAGE LESSON 127

Review	LINGUISTIC FOCUS	Introduce
(His parents) (want) (him) to (___). watch, talk, wait, ask, answer, think, want, be (sure/quiet); probably hand, clock, parent, teacher, shape, lot, bag, square, circle, triangle long, short, red, yellow, blue, green; fast, slow; -er than		What do you think is (important) (to) (each boy)? It's probably (important) (to) (John) to (talk a lot). each; important try, move

LINGUISTIC COMMENTARY

Typical language problems are: substitution of want that he talk for want him to talk; more fast or more faster for faster; more slow or more slower for slower or more slowly; and (faster/slower) that for (faster/slower) than; confusion of "ch" and "sh" sounds in each, watch, sure, shape, short.

Review	CONCEPTUAL FOCUS	Introduce
Stating inferences about the behavior of picture characters		Stating inferences regarding values, and giving reasons for the inferences Observing and describing the long hand as moving faster than the short hand of the clock Inferring what may be in a set of shapes

CONCEPTUAL COMMENTARY

Typical conceptual problems are: difficulty understanding that the short hand on a clock moves as well as the long hand, and difficulty using all available information when inferring what shapes of a set are missing.

MATERIALS

Activity 1: Use the pictures from Lesson 126, Wink and Blink.
Activity 2: Use the classroom clock, Wink and Blink.
Activity 3: Prepare circles, triangles, and squares of red, yellow, blue, and green construction paper; use a paper bag, tape, and Blink.

1. WHY DOES HE DO THAT?

Using Wink and Blink, pantomime situations similar to those in the pictures from Lesson 126. Have Wink be the talkative puppet, and Blink be the quiet puppet. After the pantomime, ask each puppet what is important to him. Have Wink say it's important for her to answer, and Blink say it's important for him to be sure and to think. Then, show the pictures from Lesson 126. Introduce each by guiding the class to identify the boys, saying, "That is a picture of Jose and John, and so is that. Each is a picture of Jose and John." Then have the class recall what happened in the pictures. Divide the class into two groups. Have Blink guide Group 1 to ask what Group 2 thinks is important to each of the boys. Guide Group 2 to answer.

B&G1: What do you think is important to each boy?
T&G2: It's probably important to John to talk a lot.

Continue the dialog, giving Group 2 partial cues such as to answer and to try a lot with John, and to be sure and to think with Jose. Alternate the groups, with Blink's group answering. Next, have Blink ask the class why they think these things are important to the boys. Model the replies.

B: Why do you think these things are important to John?
T: /modeling for the class/ His parents probably want him to talk a lot.
C: His parents probably want him to talk a lot.

Repeat, using be quiet with Jose.

2. THE LONG HAND HURRIES

Divide the class in two groups. Ask Wink and Group 1 to watch the clock, especially the long hand. After a minute or two have Wink help the group tell what they saw. Then have Blink appear, pretending to be late for school. Have Group 2 help him question Group 1 so he can find out what happened. Have Wink aid the reply.

W&G1: The long hand moved faster than the short hand.
B: /coming in late, modeling for Group 2/ What did the teacher do?
G2: /to Group 1/ What did the teacher do?
G1: /with Wink's help/ She asked us to watch the clock.
B&G2: What did you do?
W&G1: We waited for it to move.
B&G2: What happened?
W&G1: The long hand moved faster than the short hand.

Continue, having Group 1 question Group 2 about the short hand.

3. HIDDEN SHAPES

Put the prepared shapes in a paper bag without letting the class see them. Take several shapes out and tape them to the board, those of the same color in the same row, and those of the same shape in the same column. Have the class identify the shapes and their colors as they are taken from the bag. With some shapes on the board and some still in the bag, question the class about those left in the bag. Point to the shape array to give cues. Then ask what they think is important to finding out. Have Blink aid responses if necessary, using appropriate language from Activities 1 and 2.

T: What shapes do you think are in the bag?
V1: (A red triangle).
V2: (A blue circle).
T: What do you think is important to finding out?
B&C: It's probably important to (watch carefully).

Repeat the activity after removing all the shapes of one color, or all of one shape. Have a volunteer ask the questions.

TAKE-OFF IDEAS

*During storytime make up a "Probably Story" without an ending. Have the pupils make up and illustrate their own endings telling what they think probably happened.

MICHIGAN MIGRANT PROGRAM	INTERDISCIPLINARY ORAL LANGUAGE LESSON 128

Review	LINGUISTIC FOCUS	Introduce
Why do you think (_____)? Because (_____).		What will (he) do? (He) will (probably) (be quiet). What time is it? It's (eight) o'clock.
careful, sure, quiet; one-twelve a lot, turn like, volunteer, talk, answer; be probably		will o'clock, time

LINGUISTIC COMMENTARY

Typical language problems are: loss of it in It's (____) o'clock; substitution of What time it is? for What time is it?; "weel" for will, and "chure" for sure.

Review	CONCEPTUAL FOCUS	Introduce
Stating inferences about the behavior of picture characters		Stating and giving reasons for particular behavior in a given situation Telling time to the hour Writing the time at the hour as (9):00 Predicting what the behavior in a given situation will be

CONCEPTUAL COMMENTARY

A typical conceptual problem is: difficulty understanding that people respond to the same situation in very different ways.

MATERIALS

Activity 1: Use the pictures from Lesson 126, the accompanying classroom picture, and Wink and Blink.
Activity 2: Use the accompanying 3 pictures of Wink and Blink, a toy clock, chalk, Wink and Blink.
Activity 3: Use a toy clock, and Blink.

1. WHAT WILL HE DO?

Show the pictures from Lesson 126, and review what is taking place. Then show the accompanying picture and ask what they think John will probably do. Have Blink model the responses.

T: What do you think John will do?
B: /modeling for class/
John will probably volunteer a lot.
C: John will probably volunteer a lot.
T: Why do you think so?
B: Because he likes to talk.
C: Because he likes to talk.

Continue with Blink providing cues for the class such as likes to answer. Repeat asking about Jose, using will probably not volunteer a lot or will probably be quiet. Cue responses using likes to be quiet, likes to be sure, likes to be careful, and doesn't like to talk a lot. Recall with the class the puppets' behavior from Lesson 127. Then divide the class into two groups. Have them pretend Wink and Blink are in the pictured situation. Repeat the dialog having the groups question each other about what they think the puppets will do.

2. TELLING TIME

Show the three accompanying pictures. Set a toy clock for 7 and point to Picture 1. Tell the class the clock says 7 o'clock, and that the puppets are getting up. Explain that to tell time they must look at the hands. The long hand points to 12 and the short hand to the hour. Draw a clock on the board, and write 7:00 under it. Move the toy clock to 8 and show Picture 2. Explain Wink and Blink are coming to school. Tell the class the time, and again point out the hands. Chalk up another clock, writing 8:00 under it. Set the toy clock to 9, and show Picture 3 of the puppets in school. Ask Blink, then the class what time it is.

T: It's 8 o'clock.
/to Blink after moving clock/
What time is it?
B: It's 9 o'clock.
T: /to class/
What time is it?
C: /with Blink's help/
It's 9 o'clock.

Point out the three chalked clocks and have the class tell the time showing on each. Add several more clocks to the board, without hands. Then have a volunteer come up and add the hands to one of the handless clocks. Guide the class to ask him what time it is. Have Blink aid the reply if necessary. Continue with other volunteers.

3. WILL HE OR WON'T HE?

Divide the class in two groups. Tell Group 1 that they can answer only at 12 o'clock. Have a volunteer begin moving the hands of a toy clock, stopping at each hour to ask what time it is. Have Blink guide Group 2 to answer at every hour, and both groups to answer at 12. Sometimes have the volunteer point to a pupil before he asks what time it is. Help him ask the class what that pupil will do and why they think so. Have Blink help the class respond using will be quiet or will answer and Because it's his turn or Because it's not his turn, according to which group the pupil belongs to and what time it is.

V: /setting clock to 8/
What time is it?
B&G2: It's 8 o'clock.
T&V: /resetting clock to 9 and pointing to pupil/
What will (Jack) do?
B&G2: (Jack) will probably (be quiet).
T&V: Why do you think that?
B&G2: Because it's (not) (his) turn.

Continue with new volunteers having alternating groups be quiet except at certain hours.

TAKE-OFF IDEAS

*Help pupils make their own paper-plate clocks. Encourage them to use free time to work in pairs, one pupil writing down a time, the other setting his clock appropriately.

*Describe the clock's hand positions at various hours. Have volunteers tell what time you are thinking of.

MICHIGAN MIGRANT PROGRAM	INTERDISCIPLINARY ORAL LANGUAGE LESSON 129

Review	LINGUISTIC FOCUS	Introduce
(Some people) (will be) (quiet). It's (important) to (be quiet). other; sometimes; will share, think, answer, talk, give, want, listen, know, be important, quiet people, turn		It (is/was) better for (us) to (be quiet). let, tell chance, others, answer, fun hard, easy, better also

LINGUISTIC COMMENTARY

Typical language problems are: loss of it or 's in It's better; substitution of It's better that we (be quiet) for It's better to (be quiet); addition of s to people; and substitution of "fawn" for fun, "hart" for hard, and /ɔ/ for /z/ in easy.

Review	CONCEPTUAL FOCUS	Introduce
Predicting what the behavior in a given situation will be Telling time to the hour Writing the time at the hour as (4):00 Stating and giving reasons for a particular behavior in a given situation		Stating generalizations about classroom behavior in specific situations Using generalizations to predict classroom behavior

CONCEPTUAL COMMENTARY

A typical conceptual problem is: difficulty determining what behavior is appropriate in a situation.

MATERIALS

Activity 1: Use the classroom pictures from Lesson 126 and 128, Wink and Blink.
Activity 2: Use the accompanying classroom picture, and Blink.
Activity 3: Use a toy clock, chalk, and Blink.

1. TALK AND QUIET TIMES

Display the classroom pictures from Lessons 126 and 128. Discuss with the class what John and then Jose did in the pictures. Then have a volunteer come up and stand next to you. Ask the class to talk all at once, and ask the volunteer to tell them where he lives. Point out that no one could hear the volunteer because it was so noisy. Then ask whether it's better for us to talk or to be quiet. Have Wink guide the class to respond that sometimes it's better for us to be quiet. Have Blink ask why it's sometimes better for us to be quiet. Use Wink to model the responses.

T: Is it better for us to talk, or is it better for us to be quiet?
W&C: Sometimes it's better for us to be quiet. Sometimes it's better for us to talk.
B: Why is it sometimes better for us to be quiet?
W: /modeling for class/ Other people also want to talk.
C: Other people also want to talk.
W: It's important to give others a chance.
C: It's important to give others a chance.

Continue having Wink cue other responses using to listen to others, to let others talk, and Sometimes we don't know the answer. Then have Blink ask why it's sometimes important to talk. Have Wink guide the responses using It's important to share what we know, and to tell others what you think.

2. SOME WILL, SOME WON'T

Show the class the accompanying picture of the classroom. Explain that the teacher is talking to the class, and wants them to answer. Then ask what they think will happen. Have Blink guide the response that some people will be quiet, and some will answer. Question the class as to why they think so, using Blink to model the first response Some people think it's fun to answer.

T: What do you think will happen?
B&C: Some people will be quiet. Some people will answer.
T: Why do you think so?
B: Some people think it's fun to answer.
C: Some people think it's fun to answer.

Have Blink cue the other responses using hard to answer, easy to answer, want to (answer/talk), don't want to (answer/talk).

3. I KNOW, I KNOW

Set a toy clock to the hour. Place it so only Blink and a volunteer can see it. Have the class ask the volunteer what time it is. Every time the volunteer tries to answer, have Blink interrupt him shouting, "I know, I know." Finally have Blink be quiet and let the volunteer tell the time. Then ask the class if it was better for Blink to talk or to be quiet, why it was better, and why Blink acted the way he did. Have Wink help answer.

C: What time is it?
V: /after being interrupted by Blink several times/ It's (four) o'clock.
T: Was it better for Blink to talk or to be quiet?
W&C: It was better for Blink to be quiet.
T: Why was it better to be quiet?
W&C: It was important to give (Paul) a chance.
T: Why did Blink talk?
W&C: Blink also wanted a turn.

Have the volunteer write the time on the board, and continue giving Blink a turn, then other volunteers. End the activity by asking if it's better to talk or be quiet. Use the dialog from Activity 2.

TAKE-OFF IDEAS

*Have the class keep a picture record of one day including a drawing of the clock at each hour, and what the class did at that hour.

*Have the class draw and discuss times when they are quiet, and talkative.

MICHIGAN MIGRANT PROGRAM

INTERDISCIPLINARY ORAL LANGUAGE LESSON 130

REVIEW-EVALUATION

This lesson aims at determining how well pupils incorporate the structures of Unit 13 into modified language situations. You should attempt to elicit individual responses from all pupils and keep accurate records on the following RECORD SHEET. This should help you focus on specific problems.

The concepts listed in INCLUDED CONCEPTS are not necessarily the most important ones in Unit 13. They were selected because of their suitability in reviewing the language structures.

The DIALOGS in Lesson 130 do not represent the only structures that pupils might use; they are only sample responses. A stimulus is given and the pupil will select his answer from among those structures he knows.

LINGUISTIC PROGRESS CHECK

Using probably to indicate degree of certainty
Asking questions using What time
Using It's with an adjective followed by to and for phrases

INCLUDED CONCEPTS

Telling time to the hour
Making inferences about picture characters
Stating and giving reasons for particular behavior in a given situation
Inferring the contents of a box without looking inside

MATERIALS

Activity 1: Use the 3 pictures of Wink and Blink from Lesson 128, a toy clock, and Wink.
Activity 2: Use the 2 classroom pictures of John and Jose from Lesson 126, and tape.
Activity 3: Use 2 shoe boxes, one with a lid, a table, large crayon, pencil, and several other small classroom objects, such as a paper clip, marble, paper, book, etc., and Wink.

1. WHAT TIME IS IT?

Have a pupil be Wink and display the picture of Wink and Blink getting up. Have another pupil secretly set the clock at an appropriate hour, as 7:00, and have him keep the clock's face hidden. Tell the class what the puppets are doing and then tell the pupil Wink to ask the time. Allow volunteers to guess, telling them to use probably. When one guesses the time the pupil has set, have him show the clock and say, "Yes," repeating the time.

T: /after P2 has set clock/
Wink and Blink are getting up.
/to pupil Wink/
Ask what time it is.
P1: What time is it?
T: /to V1/
Use probably.
V1: It's probably 8 o'clock.
P2: No, it's not.
T: Use probably.
V2: It's probably 7 o'clock.
P2: /showing clock/
Yes, it is. It's 7 o'clock.

Have the pupil who guesses correctly set the clock for the next picture a new Wink holds up. Continue the activity, using each of the three puppet pictures from Lessom 128 several times. Have pupils set the clock at different times for each activity.

2. IT'S IMPORTANT TO HIM

Tape up the classroom pictures from Lesson 126 and identify John and Jose in each. Then ask a volunteer to tell you something about John and cue the words to use. After the reply, ask another volunteer why.

T: /pointing to pictures/
Tell me something about John.
Use important to John.
P1: Sometimes it's important to John (to talk a lot).
T: Why is it important?
P2: It's important to (share what we know).

Continue, using Jose for John. Repeat the activity several times saying, "Tell me something else about (John)."

3. EASY OR HARD TO FIND OUT?

On a desk in front of the room, place two shoe boxes, one open and the other one closed. Secretly have a pupil put a big crayon in the closed box and a pencil in the open one. Point to the closed box and ask if it is easy or hard to find out what is in it. Have Wink cue a volunteer's reply. Then tell him to try to find out by lifting and shaking the box. Have him guess, look inside, then tell the class what it is.

T: /pointing to closed box/
Is it easy or hard for you to find out what's in the box?
W: Use hard for me to...
V1: It's hard for me to find out.
T: Try to find out.
V1: /after shaking and lifting it/
It's probably big. It's probably a big pencil.
/after looking/
It's a big crayon.

Continue, using the open box and having Wink cue with easy instead of hard. Repeat the activity placing different single objects in each of the boxes. In the closed box, place objects which rattle, such as a pencil, paper clip, or marble, and objects which do not rattle, such as paper, or a small book. Place any variety of small objects in the open box.

TAKE-OFF PROGRESS CHECK

*Have pupils put on a play about "the children who like to talk a lot" and "the children who like to be quiet". Have groups role-play the talking and the quiet children. As they are doing so, have them give reasons why they like to talk or to be quiet, using the language from Lessons 126-129. As they do so, list the reasons on the board. Help the class group similar reasons, discussing them.

*During art time, have groups of pupils make sad and happy men, using clay, buttons, and toothpicks. Ask various pupils, "Does your man look happy or sad?" and "How do you think he feels?" Let them make up stories about the men.

RECORD SHEET - LESSON 130

Following is a list of the main structures checked in Lesson 130. As each pupil responds to an item, place a mark indicating whether he uses a Standard or Non-Standard form. Compute the percentage of times the Standard form was used by dividing the number of Standard form uses by the total number of times the structure was used, and multiplying by 100. This is the percent of successfully manipulated structures. For example:

Structure	Standard	Non-Standard	Total	Percentage
What time is it?	𝍸 𝍸	𝍸	15	10/15x100=67%

For this structure there were fifteen responses, 67% of these were in Standard form.

STRUCTURE	STANDARD	NON-STANDARD	TOTAL	PERCENTAGE STANDARD
1. What time is it?				
It's probably (7) o'clock.				
2. It's important to (John) to (talk a lot).				
3. It's (hard) for me to find out.				
It's probably (big).				
It's probably (a pen).				

UNIT 14

MICHIGAN MIGRANT PROGRAM	INTERDISCIPLINARY ORAL LANGUAGE UNIT 14 - OVERVIEW

The first grade child is very much aware of learning situations. He wants to learn to read, print, etc. at school and to ride a bike, help with tasks, etc. at home. In order to become aware of what, how, why and with whom he learns how to do things, the Spanish-speaking child needs to understand and use questions and statements in English that help him discuss different learning situations.

LINGUISTIC FOCUS

Unit Fourteen contains questions and answers providing the pupils with practice in:

USING INTERROGATIVES WITH TO + VERB AS COMPLEMENTS

USING -ING FORMS AS SUBJECTS AND AS OBJECTS

USING IN AND AT IN EXPRESSIONS OF TIME

USING TO PHRASES AS OBJECTS AND AS SUBJECT COMPLEMENTS

USING BY AND -ING FORMS TO INDICATE MEANS

USING IN ORDER TO TO INDICATE PURPOSE

CONCEPTUAL FOCUS

Unit Fourteen contains activities which are basically designed to help the first grade child with the following:

OBSERVING THAT A DAY HAS A MORNING, NOON, AFTERNOON, AND NIGHT

IDENTIFYING THE DAYS OF THE WEEK BY NAME AND ORDINAL POSITION

CONSTRUCTING A CALENDAR

COMPUTING SUMS AND DIFFERENCES OF 11 AND 12

TELLING AND WRITING TIME AT THE HALF-HOUR

OBSERVING THE USE OF COUNTING TO MEASURE SHORT AND LONG TIME INTERVALS

DEMONSTRATING AND CONSTRUCTING AN ADDITION FACTS TABLE

IDENTIFYING AND GROUPING LEARNING SKILLS AS BEING HARD OR EASY

IDENTIFYING AND DEMONSTRATING TEACHING SITUATIONS AT HOME AND AT SCHOOL

IDENTIFYING LEARNING THROUGH INSIDE/OUTSIDE MOTIVATION

IDENTIFYING WAYS OF LEARNING AND PEOPLE WHO TEACH US

IDENTIFYING PLACES FOR GATHERING INFORMATION

MICHIGAN MIGRANT PROGRAM

INTERDISCIPLINARY ORAL LANGUAGE SPANISH SUPPORT ACTIVITIES

CONCEPTUAL FOCUS: designed to be introduced in Spanish:
- Identifying learning and teaching situations
- Telling, writing and setting a clock to the hour and half hour
- Using counting to measure time and observing that it must be regular to be fair
- Observing that we can use counting to measure short periods of time
- Identifying a day as having a morning, an afternoon, and a night
- Identifying a week as having seven days
- Identifying learning through inner/outside motivation
- Determining how many days are before, after, or between two points on a calendar

MATERIALS
- Activity 1: Use a real clock.
- Activity 2: Use the three accompanying pictures, of a morning, afternoon and night, and chalk.
- Activity 3: Use the two accompanying clock pictures and chalk.
- Activity 4: Prepare name cards for each day of the week for a month, and a calendar month outline; use tape and pen.

1. ENSEÑANZA Y APRENDIZAJE (to accompany lesson 131) TEACHING AND LEARNING

Muestre el reloj. Coloque sus manecillas dando las cuatro. Escriba en la pizarra 4:00. Diga que los ceros indican que no hay minutos. Mueva las manecillas. Haga ver como el minutero se aparta del 12 y se acerca al 6, y como el horario se va acercando al 5 poco a poco. Escriba 4:30. Invite a algunos niños a colocar las manecillas del reloj dando la hora y la media hora. Pida a la clase leer la hora. Cuente con los niños hasta 10 una vez rápido y otra despacio. Pregunte cuál periódo de tiempo fue más largo. Guíelos a ver que cuando se usa el conteo como medida de tiempo éste debe ser regular para que sea justo.

Show the clock and set it at four. Write 4:00 on the board. Say that the zeroes mean that there are no minutes. Move the hands. Guide the pupils to observe how the minute hand moves from the 12 to the 6 and how the hour hand moves toward the 5 little by little. Write 4:30 on the chalkboard. Have some pupils set the hands of the clock at the hour and the half hour. Have the class read the time. Count to ten with the pupils once quickly and once slowly. Ask which time period was longer. Guide the pupils to observe that when counting is used as a measure of time, it should be regular to be fair.

2. LOS DIAS DE LA SEMANA (to accompany lesson 132) THE DAYS OF THE WEEK

Pregunte a la clase si ellos saben cuántos y cuáles son los días de la semana. Nómbrelos en orden y escríbalos

Ask the class if they know how many days of the week there are and what they are. Name them in order and write

en la pizarra. Muestre las láminas e identifíquelas. Pregunte a los niños si ellos saben cuando comienza la mañana. Repita con tarde y noche. Guíe la clase a identificar el día como una unidad de tiempo que tiene tres períodos: mañana, desde que comienza a salir el sol hasta el mediodía, tarde desde el mediodía hasta que comienza a oscurecer y noche cuando está oscuro. Interrogue a los niños sobre lo que hacen en esos periódos. Pregunte cómo aprendieron esas cosas. Guíelos a ver que hay muchas situaciones en las cuales aprendemos observando.

them on the board. Show the pictures and identify them. Ask the pupils if they know when morning begins. Repeat with afternoon and night. Guide the class to define a day as a unit of time having three periods: morning, from sunrise until noon; afternoon, from noon until it starts to get dark; and night, when it is dark. Question the pupils about what they do during these periods and ask how they learned to do those things. Guide them to understand that there are many situations in which we learn by observing.

3. ¿COMO APRENDEMOS? (to accompany lesson 133) HOW DO WE LEARN?

Muestre la lámina 1 que acompaña la lección. Pregunte qué hace la maestra. Interrogue a la clase sobre la actitud de los niños. Muestre la lámina 2. Pregunte qué hace el niño. Guíelos mediante preguntas a observar que los niños de la primer lámina están aprendiéndo porque la maestra les está enseñando, pero que el niño de la segunda aprende también porque está interesado en lo que está estudiando. Invite los niños a contar algunas cosas que ellos hayan aprendido por curiosidad. Pregunte por los días de la semana. Escríbalos en la pizarra y numérelos. Identifíquelos como el primer, segundo, etc. días de la semana.

Show Picture 1 which accompanies this lesson. Ask what the teacher is doing. Question the class on the pupils' attitude. Show Picture 2 and ask what the pupil is doing. Guide the class through questions to observe that the pupils in the first picture are learning because the teacher is teaching them, but that the pupil in the second is also learning because he is interested in what he is studying. Have the pupils name some things which they have learned through curiosity. Ask for the days of the week. Write them on the board and number them. Identify them as the first, second, etc. day of the week.

4. SEAMOS CURIOSOS (to accompany lesson 134) LET'S BE CURIOUS

Pregunte a los niños si ellos han visitado alguna vez una biblioteca, un museo o un zoológico. Interróguelos para saber qué motivos creen ellos que los llevarían a escoger esos lugares. Guiélos para obtener respuestas como, para aprender, para conocer, etc. Ayúdelos a concluir que muchas veces aprendemos porque somos curiosos. Pregunte cómo aprendieron los días de la semana. Invite los niños a colocar las tarjetas con los nombres de los días de la semana en el esquema del mes. Léalos con ellos y númerelos. Pregunte cuántos días hay entre lunes y viernes. Repita con otros ejemplos.

Ask the pupils if they have ever visited a library, a museum or a zoo. Question them to find out why they think they might go to those places. Guide them to give answers like to learn, to get to know etc. Help them to conclude that we often learn because we are curious. Ask how they learned the days of the week. Invite the pupils to tape the days of the week cards in order on the calendar month drawing. Read them with the class and number them. Ask how many days there are between Monday and Friday. Repeat with other examples.

MICHIGAN MIGRANT PROGRAM	INTERDISCIPLINARY ORAL LANGUAGE LESSON 131

Review	LINGUISTIC FOCUS	Introduce
What time is it? It's (_____). Because (_____). learn, tell, write, read, count time, clock, o'clock, fair		(We) learned to (tell time). Who taught (you) to (tell time)? (You) taught (us) to (tell time). half-past; (six)-thirty taught, set

LINGUISTIC COMMENTARY

Typical language problems are: loss of it or is in It's (seven) o'clock; addition of to, as in taught to us to (___) for taught us to (___); substitution of "pass" for past, "teached" for taught, and "more fast" or "more faster" for faster.

Review	CONCEPTUAL FOCUS	Introduce
Telling and writing the time at the hour		Telling and writing the time at the half-hour Identifying and demonstrating learning and teaching situations Observing the use of counting to measure time intervals Observing that counting must be regular to be fair Observing that counting is not a good way to measure long time intervals

CONCEPTUAL COMMENTARY

A typical conceptual problem is: difficulty understanding that time intervals can be measured by counting.

MATERIALS

Activity 1: Use a toy clock, chalk, and Blink.
Activity 2: Use a desk, a chair, chalk, and Blink.
Activity 3: Use a toy clock, chalk, and Blink and Wink.

1. HALF-HOURS

Display the toy clock. Set the clock to the hour and ask the class what time it is. Put the time on the board writing both (7):00 and (7) o'clock. Then set the clock to the half-hour. Again ask what time it is having Blink model the response. Add this time to the board writing (7):30.

T: What time is it?
C: It's (seven) o'clock.
T: /moving clock/
What time is it?
B: It's (seven)-thirty.
C: It's (seven)-thirty.

Continue through several hours and half-hours, having pupils write the time on the board. Have volunteers move the clock and ask what time it is. Then explain that another way to say (seven)-thirty is half-past (seven). Write and read half-past on the board and have a pupil add the numeral. Then have volunteers name a time, and write it on the board while others set the toy clock to the appropriate time. Then ask the class what they learned and who taught them. Have Blink guide the response.

T: What did you learn?
B&C: We learned to tell time.
T: Who taught you to tell time?
B&C: You taught us to tell time.

Continue the dialog asking What else did you learn? having Blink cue other responses using write the time, set the clock, and read the clock.

2. HOW MUCH TIME?

Choose two volunteers and explain to the class that you are going to find out which can hop faster. Have one, then the other start at the door, hop to your desk, and sit in your chair. As the first one hops, count very slowly and evenly. Write the total on the board. When the second one hops, count very quickly putting that number on the board too. Then say the second pupil took longer. Ask if that was fair, and why not. Have Blink help the class respond it wasn't fair because you counted faster for one than for the other.

T: /after saying V2 was faster/
Was that fair?
B&C: No, that wasn't fair.
T: Why do you think it wasn't?
B&C: Because you counted faster for (Joe) than for (Al).

Repeat with new volunteers this time counting the same both times. Repeat the dialog, saying it was fair because you counted the same for both. Ask the class what would happen if they tried to measure recess by counting. Explain that we would probably get tired, forget the number, or count sometimes fast and sometimes slow.

3. TEACHING WINK

Tell the class that while they and Blink learned to tell time Wink wasn't there. Wink wants to learn and they can help by teaching her. Divide the class in two groups and have a pupil pretend to be Wink. Give the toy clock to Group 1, and have a member set it to the hour or half-hour, while the whole group asks Wink the time. Have Group 2 model the time for Wink.

G1: /after member sets toy clock/
What time is it?
G2: It's (four)-thirty.
W: It's (four)-thirty.

Continue with other volunteers as Wink. Have the groups alternate teaching Wink how to set the clock and write the time. Then have Group 2 ask Group 1 what Wink learned and who taught her. Have Blink guide the responses if necessary, using the cues from Activity 1.

G2: What did Wink learn?
B&G1: She learned to (tell time).
G2: Who taught Wink to (tell time)?
B&G1: We taught her to (tell time).

Repeat the second dialog asking Wink the questions.

TAKE-OFF IDEAS

*During recess have pupils time actions of others by counting.

MICHIGAN MIGRANT PROGRAM	INTERDISCIPLINARY ORAL LANGUAGE LESSON 132

Review	LINGUISTIC FOCUS	Introduce
What (does) (Wink) (do) (____)? Sometimes (Wink) (____). We learned (____). first, second show, put, learn where; sometimes		Who showed (you) where to put (Sunday) on the calendar? (Wink) showed (us) where to put (____). in the (morning/afternoon) at (noon/night) Sunday, Monday, calendar, week

LINGUISTIC COMMENTARY

Typical language problems are: addition of to as in Who showed to Paul for Who showed Paul; loss of final s on sometimes; confusion of in, on, and at with parts of the day; loss of stress on last syllable of afternoon.

Review	CONCEPTUAL FOCUS	Introduce
Identifying learning and teaching situations		Observing that a day has a morning, noon, afternoon, and night Identifying Sunday and Monday as the first and second days of the week Constructing a calendar with Sunday and Monday on it Identifying learning through outside motivation

CONCEPTUAL COMMENTARY

A typical conceptual problem is: difficulty understanding the relationship between the sun and moon, and the times of day.

MATERIALS

Activity 1: Use the getting-up picture of Wink and Blink from Lesson 128, the accompanying moon and 5 sun pictures, tape, chalk, and Blink.

Activity 2: Prepare 4 tags with Sunday printed on them, and 4 with Monday; use chalk, and Wink.

Activity 3: Use the 6 sun and moon pictures from Activity 1, the chalked calendar from Activity 2, and Blink.

1. MORNING, NOON, AND NIGHT

Display the sun and moon pictures in order. Show the getting-up picture of Wink and Blink from Lesson 12B. Tape the picture on the board, under the morning suns. Explain that it is morning and Wink and Blink get up in the morning. Guide pupils to name things they do in the morning. Draw quick sketches labeled with the volunteers' names on the board. Point to the noontime sun explaining that another name for 12 o'clock is noon, and that very often people eat lunch at noon. Show the afternoon and night pictures, and repeat as with the morning picture. Then point to Wink in the morning picture. Ask what Wink does in the morning. Have Blink guide the reply if necessary.

T: /pointing to Wink in morning/ What does Wink do in the morning?
C: /with Blink's help if needed/ She gets up in the morning.

Continue having volunteers point to an activity and name label and ask what the person named does at that time of day. Have Blink guide groups then individuals to respond, using sometimes in the answer.

2. SUNDAY AND MONDAY

Have on hand the prepared day labels. Explain to the class that a day has a morning, afternoon, and night and that a week is a period of time having seven days. Draw calendar squares on the board, leaving them unlabeled. Explain that to count the days we use a calendar. Introduce Sunday and Monday as the first and second days of the week. Write the names on the board and read them with the class. Give the day labels to two volunteers. Divide the class in two groups. Have Group 1 hide their eyes while Blink shows the volunteers where to tape Sunday on the chalked calendar. Help Group 1 question Group 2 about who showed the volunteers where Sunday goes, and what day of the week it is.

T&G1: Who showed (Paul) where to put Sunday on the calendar?
G2: Wink showed (Paul) where to put Sunday.
T&G1: Is Sunday the first or second day of the week?
G2: It's the first day of the week.

Continue with Monday. Repeat the activity having pupils show where the names go while alternating groups hide their eyes. Vary the activity by having all but the "helper" pupil clap after the question to cue the answering groups' reply.

3. PAIRING OFF TO QUESTION

Explain that Blink missed part of the lesson and would like to be sure he knows what happened. Quickly review the location of the sun in the morning, at noon, and in the afternoon using the sun pictures from Activity 1. Also review the location of Sunday and Monday on the calendar. Then have Blink question the class about what they learned and who taught them. Guide the responses if necessary.

B: What did you learn about Sunday?
C: We learned where to put Sunday on the calendar.
B: Who showed you where to put Sunday?
C: Wink showed us where to put it.

Repeat having Blink ask about Monday. Then have Blink question pairs of pupils asking one what the other does at a particular time of day. Have the pupil asked about be the one to cue the questioned pupil.

B: /to Pupil 1 about Pupil 2/ What does (Alice) do (in the morning)?
P2: /whispering to Pupil 1/ Sometimes I (go to school).

Continue asking Pupil 2 about Pupil 1 and then having the first pair of pupils question members of another pair.

TAKE-OFF IDEAS

Help the class make their own calendars for the month, adding days and dates one by one as each day passes.

MICHIGAN MIGRANT PROGRAM	INTERDISCIPLINARY ORAL LANGUAGE LESSON 133

Review	LINGUISTIC FOCUS	Introduce
(Her brother) taught (her). What day is this? It's (____). What day comes (before/after) (____). tell, make, fix, read, try, taught first, second, third, fourth, fifth calendar, week, bicycle, time, lunch, Sunday, Monday; before, after		What did (Wink) want to learn how to do? (She) wanted to learn how to (____). How did (she) learn? (She) learned by (try)ing. sing, jump, practice song, rope Tuesday, Wednesday, Thursday

LINGUISTIC COMMENTARY

Typical language problems are: loss of did and substitution of past form of verbs in questions, as in How she jumped?; substitution of "jomp" or "yomp" for jump; and of /k/ for /g/ in sing and song.

Review	CONCEPTUAL FOCUS	Introduce
Identifying Sunday, and Monday as the first and second days in the week Constructing a calendar with Sunday and Monday on it		Identifying learning through inner motivation Identifying Tuesday, Wednesday, and Thursday as the third, fourth, and fifth days of the week Constructing a calendar with Tuesday, Wednesday, and Thursday on it Determining how many days in the week are before another day

CONCEPTUAL COMMENTARY

A typical conceptual problem is: difficulty ordering the days of the week.

MATERIALS

Activity 1: Use the accompanying cutouts of jumping rope, telling time, making lunch, fixing a bicycle, singing a song, and reading a calendar, Blink and Wink.

Activity 2: Prepare day-name cards saying Tuesday, Wednesday, Thursday; use the Sunday and Monday name cards from Lesson 132, chalk, and Blink.

Activity 3: Use any 5 cutouts from Activity 1, chalk, tape, Wink and Blink.

1. WHAT DID HE LEARN?

Display the accompanying cutouts and identify the activities in each. Divide the class into two groups. Guide Group 1 to ask Group 2 what Wink wanted to learn how to do. Have Blink guide Group 2's response using the cutout Wink chooses as a cue. Then help Group 1 ask how Wink learned while Wink cues the response by whispering By trying, By practicing, or the name of the "person" who taught her.

T&G1: What did Wink want to learn how to do?
B&G2: /after Wink chooses cutout/ She wanted to learn how to (jump rope).
T&G1: How did she learn?
W: /whispering/ (My brother).
B&G2: (Her brother) taught her.

Continue having Group 2 question Group 1 while volunteers choose other cutouts. Use tell time, make lunch, fix a bicycle, sing a song, and read the calendar, in the first response.

2. ORDER IN THE WEEK

Chalk up a calendar using Monday and Tuesday signs from Lesson T32. Have on hand the prepared Tuesday, Wednesday, and Thursday labels. Review Sunday and Monday with the class and introduce Tuesday, Wednesday, and Thursday as the third, fourth, and fifth days of the week. Add the new days to the calendar asking what day each is and its place in the week. Have Blink guide the responses.

T: What day is this?
BAC: It's (Tuesday).
T: What day in the week is it?
BAC: It's the (third) day in the week.

Then pass out the day-name cards. Divide the class in two groups and have a pupil with a day-name card come up front. Help Group 1 ask Group 2 questions to order the other pupils with day-name cards around the first pupil. Use Blink to help Group 2 respond if necessary.

T&G1: /after pupil with Monday card goes to front/ What day comes before Monday?
B&G2: Sunday comes before Monday.
T&G1: What's the (third) day in the week?
B&G2: The (third) day in the week is (Tuesday).

Redistribute the day-name cards and repeat having Group 2 be questioners.

3. DAILY LEARNING

Draw a calendar on the chalkboard labeling Tuesday. Have on hand five cutouts from Activity 1. Explain to the class that Blink wants to make a record of things he has learned and on what days. Wink will help him. Divide the class into two groups. Have a volunteer be Blink. Point to the Sunday square and have Group 1 ask Group 2 what day in the week it is, and then what Blink learned. Have Wink cue the response by holding up one of the cutouts. As each day is named print the name on the calendar and tape the cutout Wink holds up in the square below. Then have the class question Blink as to how he learned.

G1: What day in the week is that?
G2: It's the first day in the week.
G1: What did Blink learn how to do?
G2: /as Wink holds up cutout/ He learned how to (make lunch).
C: /to pupil Blink/ How did you learn?
B: I learned by trying.

Continue having Group 2 question Group 1. Vary the activity by using the question What day comes (before/after) (Wednesday)? Then ask how many days in the week come before each day through Thursday. Have Blink help the class count and respond.

T: How many days in the week one before (Monday)?
CAB: /counting/ One day comes before (Monday).

TAKE-OFF IDEAS
*Help pupils keep track of the number of days between two school event.

MICHIGAN MIGRANT PROGRAM

INTERDISCIPLINARY ORAL LANGUAGE LESSON 134

LINGUISTIC FOCUS

Review	Introduce
What did (he) (find out)? What day (_____)?	(He) found out who to (ask). (He) found out what to (write).
who, what find/found out, write, ask before, after; first through seventh day; Sunday through Thursday	see/saw, fly/flew Friday, Saturday, kite next; about

LINGUISTIC COMMENTARY

Typical language problems are: addition of to, as in He asked to the boys; loss of out in find/found out; substitution of "seed" for saw and "flied" for flew; simplification of final consonant clusters, as "nex" for next and "six" for sixth.

CONCEPTUAL FOCUS

Review	Introduce
Identifying the days of the week by name and number Constructing a calendar with Sunday through Thursday on it	Identifying learning through outside motivation Identifying Friday and Saturday as the sixth and seventh days of the week Constructing a calendar with Friday and Saturday on it Expanding the calendar to include two weeks Numbering the days of the calendar

CONCEPTUAL COMMENTARY

A typical conceptual problem is: difficulty understanding that the calendar is organized around weeks which are organized around days.

MATERIALS

Activity 1: Use the accompanying three kite pictures, and Blink.
Activity 2: Use chalk and Blink.
Activity 3: Use chalk and Wink.

1. GO FLY A KITE

Show the accompanying pictures and ask the class questions about the story they see, finally asking what the boy found out. Have Blink guide responses as necessary.

T: /pointing to Picture 1/ What did he see?
B&C: He saw the boys flying kites.
T: /pointing to Picture 2/ What did he do?
B&C: He asked the boys about the kites.
T: /pointing to Picture 3/ Then what did he do?
B&C: He flew a kite himself.
T: What did he find out?
B&C: He found out what to do.

Divide the class into three groups. Have one group pantomime the pictured story while the remaining groups question each other about what happens. Then have other groups pantomime different situations such as jumping rope or roller skating. Vary the dialog by asking What did he find out? after the pupil pantomimes watching the others. Have Blink guide the response He found out who to ask.

2. A WHOLE WEEK

Chalk a calendar on the board writing in Sunday through Thursday. Identify with the class the number of each day. Then point to the Friday square and ask what day in the week it is. Have Blink guide the responses if needed.

T: /after identifying first-fifth days, pointing to Friday square/ What day in the week is this?
B&C: It's the sixth day.

Repeat pointing to the Saturday square. Name the day as Saturday and print the name on the calendar. Point to Saturday, ask what day it is and what day comes next. Have Blink guide the responses if necessary.

T: /pointing to Saturday/ What day in the week is this?
B&C: It's the seventh day.
T: What day comes next?
B&C: Sunday comes next.

Explain that we keep track of many days by numbering them on the calendar and that the number of the first day is one. Ask, "What is the number of the next day?"

T: /after labeling first day 1/ What is the number of the next day?
C: The number of the next day is two.

Then have volunteers come up and ask the class the question until fourteen days are numbered. Explain that we number the days of the week on the calendar and the fourteen numbered days represent two weeks.

3. GUESS WHICH DAY

Chalk a weekly calendar on the board putting in the days. Divide the class into two groups. Arrange them so that they face each other, with Group 1 having its back to the board. Choose a volunteer from Group 2 to erase one of the days and explain that Group 1 will try to figure out which day needs to be written in. Use Wink to cue Group 1's questions, using comes before, comes after, or comes next as cues. When the missing day is discovered, have Group 1 ask what they found out. Guide Group 2's response. Then have a volunteer write the missing day name on the calendar.

W: Comes before.
W&G1: What day comes before it?
T&G2: (Wednesday) comes before it.
W&G1: It's (Thursday). What did we find out?
T&G2: You found out what to write.

Continue changing groups having Wink use day in the week to cue the question What day in the week is it?

TAKE-OFF IDEAS

*Help the class sing and pantomime "This is the way we wash our clothes, etc." to the tune of "Here We Go 'Round the Mulberry Bush". After they are familiar with the song help them make up their own verses for each day.

MICHIGAN MIGRANT PROGRAM	INTERDISCIPLINARY ORAL LANGUAGE LESSON 135

LINGUISTIC FOCUS - REVIEW

Using to + verb and how with to + verb as complements
Using by and an -ing form to indicate means
Using in and at in expressions of time

CONCEPTUAL FOCUS - REVIEW

Identifying and demonstrating learning and teaching situations
Identifying Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, and Saturday as the first, second, third, fourth, fifth, sixth, and seventh days of the week
Constructing a calendar with all the days of the week on it
Identifying learning through inner motivation
Expanding the calendar to include two weeks
Telling time at the hour and half hour

MATERIALS

Activity 1: Use the accompanying picture of Amy Anteater, the day names from Lessons 132-133, and chalk.
Activity 2: Use the pictures from Lesson 133, Activity 1, a blindfold, and Blink.
Activity 3: Use the morning, afternoon, and night pictures from the Spanish Support Activity for Lesson 132, and chalk.

1. AMY AND THE CALENDAR MAKERS

Introduce Wink's friend, Amy Anteater. Explain that Amy does not understand calendars too well. Have the class help Amy by constructing a two-week calendar for her. On a table, display the day names. On the board, chalk calendar squares. Guide volunteers to construct the calendar. Question the volunteers and the class about what they are doing.

T: /after V1 tapes (Sunday) to board/ What day in the week is this?
C: It's the (first) day. It's (Sunday).
T: /after V1 tapes (1) in square/ What day comes next?
V2: (Monday) comes next.

Continue asking questions about before and after days. Continue, guiding volunteers to ask questions of other pupils. Next, guide the class to tell what Amy found out and who taught her.

T: What did Amy want to learn to do?
C: She wanted to learn to read the calendar.
T: Who showed her how to read the calendar?
C: We showed her.

2. BLINDFOLDED QUESTIONS

Distribute the pictures from Lesson 133, Activity 1 to pupils around the room. Have them pretend that the cut-outs show things that they wanted to learn how to do and that they learned how to do. Arrange the picture-pupils in a circle. Blindfold Blink. Have Blink touch a pupil. As the pupil shows his cutout, have Blink ask him questions to find out what he wanted to learn, how he learned it, and who taught him. Have the class repeat each question.

B&C: /B touches a picture-pupil/ What did you want to learn how to do?
P1: I wanted to learn how to tell time.
B&C: How did you learn?
P1: I learned by practicing.
B&C: Who taught you to tell time?
P1: The teacher taught me.

Continue asking other pupils questions.

3. WHO KNOWS WHERE THE TIME GOES

Draw a clock face with numerals on the board. Give pupils the picture of morning, afternoon, and night. Explain that you would like to know what the class does at different times of the day. Start with the morning. Draw a time on the clock, have the appropriate picture-pupil stand. Ask the class what time it is then guide the picture-pupil to ask another pupil what he does at that time of the day.

T: What time is it?
C: It's (8 o'clock) (in the morning).
P1: /asking another pupil/ What do you do (in the morning)?
P2: I (get up) (in the morning).

Continue with other times. Repeat, guiding pupils to draw the time at the hour and half-hour and re-distribute the pictures to other pupils.

SUGGESTED FIELD TRIP

Arrange to take the class on a day long trip to a nearby lake where there is a lifeguard. Arrange for box lunches for the class. Note the time you leave, arrive at the lake, time spent in activities, lunch, and return trip. While there, have pupils find out about what the lifeguard does and question other people about the services provided at the lake's facilities. During the next class period, guide the pupils to question one another about what they found out while they were at the lake, using language from Lessons 131-134. Also, have them recall what they did in the morning, noon, and afternoon. Write the times some of these things were done, for example, the time they ate lunch. Have the pupils identify the times. Then ask them which activities seemed to take a long time and which did not take a long time. Conclude the activity by having the pupils recall other things that they have learned and how they learned them. Guide them to make groups of things they have learned by who taught them.

MICHIGAN MIGRANT PROGRAM

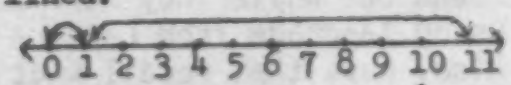
INTERDISCIPLINARY ORAL LANGUAGE SPANISH SUPPORT ACTIVITIES

BASIC CONCEPTUAL FOCUS: designed to be introduced in Spanish:
- Identifying things learned at home and school
- Constructing addition facts tables for sums of 11 and 12
- Identifying teachers
- Computing sums of 11 and 12
- Describing things as easy or hard to learn
- Identifying observing and reading as ways of finding out things

MATERIALS
- Activity 1: Use the baby pictures from English Lesson 136 and chalk.
- Activity 2: Use 12 small books, 2 boxes, 1 table and chalk.
- Activity 3: Use the tire and tractor pictures from English Lesson 136, the 2 accompanying pictures of a boy learning to milk a cow, and chalk.
- Activity 4: Use chalk.

1. APRENDIENDO EN CASA (to accompany lesson 136)

Muestre la lámina del niño. Interrogue a la clase sobre lo que hace. Pregunte dónde aprende el niño a gatear, caminar, hablar y jugar, y quién se lo enseña. Invite a los niños a contar algunas experiencias de aprendizaje que ellos hayan tenido en sus casas. Haga una marca en la pizarra por cada una. Cuente 11 de ellas. Dibuje una línea numérica. Tache la primer marca y escriba 1+10=11. Represéntelo en la línea.

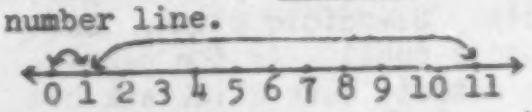


1+10=11.

Repita con los otros números hasta obtener 0+11=11.

LEARNING AT HOME

Show the baby pictures. Question the class about what he is doing. Ask where a child learns to crawl, to walk, to talk and to play, and who teaches him. Have the pupils relate some learning experiences which they have had at home. Make a chalk mark on the board for each one. Count 11 of them. Draw a number line. Cross off the first mark and write 1+10=11. Show it on the number line.



1+10=11.

Repeat with other numbers until reaching 0+11=11.

2. LOS LIBROS NOS ENSEÑAN (to accompany lesson 137)

Coloque sobre una mesa dos cajas vacías. Cuente 12 libros y póngalos dentro de una caja. Pregunte cuántos líbros hay en cada una. Escriba en la pizarra 12+0=12. Tome un libro de la primera caja y póngalo en la segunda.

BOOKS TEACH US

Put two empty boxes on a table. Count 12 books and put them inside one of the boxes. Ask how many books there are in each box. Write 12+0=12 on the board. Take one book from the first box and put it in the second. Count the books

Cuente con los niños los libros. Escriba 11+1=12. Repita hasta obtener 0+12=12. Pregunte a los niños si a ellos les gustan los libros y por qué. Guíe las respuestas para obtener "Porque en ellos aprendemos mucho." Llame la atención sobre los libros de trabajo. Relaciónelos con el aprendizaje en la escuela. Pregunte qué otras cosas aprenden en ella. Guíe las respuestas para obtener leer, escribir, jugar con los compañeros, etc.

with the pupils. Write 11+1=12. Repeat until reaching 0+12=12. Ask the pupils if they like books and why. Guide them in answering, "Because we learn much from them." Call their attention to their workbooks. Relate them to learning in school. Ask what other things they learn in school. Guide them to use reading, writing, playing with their classmates, etc.

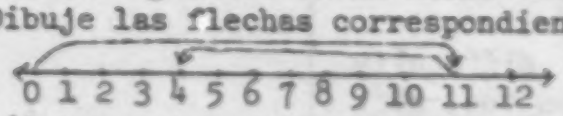
3. MAESTROS (to accompany lesson 138) TEACHERS

Muestre la lámina 1. Comente su contenido. Pregunte qué hace el niño. Guíe la clase a responder "Está observando." Repita con las láminas 2 y 3. Muestre la lámina 4. Pregunte qué hace el niño. Después de la respuesta interrogue la clase para saber si ellos saben cómo aprendió el niño a ordeñar la vaca. Guíe a la clase a observar como también aprendemos mirando a los mayores. Invítelos a nombrar otras personas que les hayan enseñado algo y que les han enseñado. Dibuje 5 niños en la pizarra. Cuéntelos y escriba 5+. Dibuje 6 más y escriba 6=. Invite a la clase a contar los niños y escriba 11. Repita con sumas de 11 y 12.

Show picture 1 and comment on its content. Ask what the boy is doing. Guide the class to answer, "He's observing." Repeat with pictures 2 and 3. Show picture 4. Ask what the boy is doing. After they answer, question the class to find out if they know how the boy learned to milk the cow. Guide the class to observe how we also learn by watching older people. Invite them to name other individuals who have taught them something and what they have taught them. Draw 5 children on the board. Count them and write 5+. Draw 6 more and write 6=. Have the class count the children and write 11. Repeat adding sums of 11 and 12.

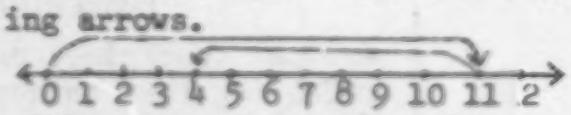
4. FACIL Y DIFICIL (to accompany lesson 139) EASY AND HARD

Dibuje una línea numérica en la pizarra. Escriba 11-7=□. Resuelva la ecuación primero en la línea numérica. Dibuje las flechas correspondientes.



. Repita con otros ejemplos de sumas y restas de 11 y 12. Llame algunos niños voluntarios a resolverlos. Interróguelos para saber si todos entendieron. Guíelos a identificar algunos temas como fáciles o difíciles de aprender. Pídales nombrar algunas otras cosas fáciles de aprender. Anótelas en la pizarra. Repita lo mismo con difícil. Guíe los niños a observar que hay algunas cosas que al mismo tiempo son fáciles de aprender para algunos y difíciles para otros.

Draw a number line on the board. Write 11-7=□. Solve the equation first on the number line. Draw the corresponding arrows.



. Repeat adding and subtracting with quations of 11 and 12. Have some volnteers solve them. Question the puils to find out if they all understod. Guide them in naming some things wich are hard or easy to learn. Ask hem to name some other things whichare easy to learn. Write them on theboard. Do the same with hard. Guide th pupils in observing that there are me things which are easy for some peop to learn and at the same time hard fo others.

MICHIGAN MIGRANT PROGRAM	INTERDISCIPLINARY ORAL LANGUAGE LESSON 136

Review	LINGUISTIC FOCUS	Introduce
We learn how to (____). Why do we learn to (____)? We can find out (____). walk, play, talk, wash, get, want, tell, have, keep, drive, learn hand, toy, place, people, fun, others our; to, how to; also; 1-11		We (learn to ____) in order to (____). crawl, brush, change teeth, face, tractor, tire, bag in order to; another healthy

LINGUISTIC COMMENTARY

Typical language problems are: substitution of the "ch" sound for the "sh" sound, as in "bruch" for brush, "wach" for wash, "chainch" for change; substitution of "tees" or "teet" for teeth.

Review	CONCEPTUAL FOCUS	Introduce
Identifying observing as a means of gathering information Computing sums of 11		Identifying things learned at home as a baby and as an older child Grouping pictures of things learned at home and labeling the groups Identifying a reason for learning a skill

CONCEPTUAL COMMENTARY

Typical conceptual problems are: difficulty recalling that things such as crawling, etc. were learned, and were learned at home.

MATERIALS

Activity 1: Use the accompanying 7 pictures of children at home: crawling, walking, talking. playing with toys, playing together, brushing teeth, washing hands and face, and several blank pieces of paper, a pencil, tape, Wink, and Blink.

Activity 2: Use the Activity 1 pictures, the accompanying pictures of a man on a tractor and one changing a tire, tape, and Wink.

Activity 3: Prepare 2 large plastic bags, labeling one red and one blue using strips of colored paper; use 11 beads (any small objects such as marbles may be substituted), chalk, and Wink.

1. LEARNING AT HOME

Tell the class you are going to talk about some things children learn at home. Explain that learning is being able to do something you could not do before and sometimes it is hard to remember how you learned something. Have handy the accompanying pictures of children doing various things at home. Ask the class about learning as a baby or older child. Call on pupils to offer a suggestion and tape up a corresponding picture. If none are available, sketch one on paper. Then have Wink and the class expand the answer.

T: What kinds of things do you learn as a baby at home?
P1: To walk.
W&C: /after P tapes up picture/ We learn how to walk.
T: What kinds of things do you learn at home as you get older?
P2: To play together.
W&C: /after P tapes up picture/ We learn how to play with others.

Continue, including how to crawl, how to talk, how to brush our teeth, how to wash our (hands/face), and how to play with toys, having Blink help pupils if necessary. Next, have pupils help you group the pictures, giving reasons and names for their grouping. Allow pupils to use pictures that have been used by others.

2. WHY WE LEARN

Tape up the Activity 1 pictures and divide the class in two groups. Have a Group 1 pupil point to a picture as you help his group ask about it. Let Group 2 pupils respond, giving any reasons they wish. Then have Wink help Group 2 expand the responses.

T&G1: /as G1 pupil cues by pointing/ Why do we learn to (crawl)?
P1: To go places.
W&G2: We learn to crawl in order to get from one place to another.

Continue, alternating groups. Have Blink guide pupils to give reasons using in order to with get what we want, tell people things, have fun, and keep healthy. Next, define observe and have everyone pantomime observing. Then identify the accompanying tractor and car pictures. Ask the class and Wink if they can find out things by observing and then what kinds of things. Have volunteers cue replies by pointing to one of the pictures. Then have pupils pantomime the action shown in the picture.

T: Can you find out things by observing?
W&C: Yes, we can.
T: What kinds of things?
W&C: /as V1 points to tractor picture/ We can find out how to drive a tractor.
/after pantomime, as V2 points/ We can also find out how to change a tire.
Pupils pantomime changing tire.

Conclude having pupils suggest other things to find out by observing.

3. NEW NAMES FOR 11

Set a red bag and a blue bag on a table. Have a pupil count 0 beads into the red one, and 11 beads into the blue one, say 0+11=11 and write it on the board. Tell another pupil to put a bead from the red bag into the blue one and count the beads again to get a new name for 11. Then have the pupil write 1+10=11 on the board. Ask the class why the pupils are writing the equations. Have Wink guide the response.

T: Why is he writing that?
W&C: He's writing that in order to tell us what's in the bags.

Continue with others, asking the question each time, until eleven beads are in the blue bag. Point to each equation asking "Is there another equation that has the same numerals?" Form appropriate pairs such as 1+10 and 10+1.

TAKE-OFF IDEAS

*Go for a walk with the class to find out things by observing. Look for construction workers, gardeners, small animals, etc.

MICHIGAN MIGRANT PROGRAM	INTERDISCIPLINARY ORAL LANGUAGE LESSON 137

Review	LINGUISTIC FOCUS	Introduce
We learn (how to ___). We can find out about things by (___). What do we learn (___)? read, write, draw, tell, clean, learn, answer, talk, help, teach, job, room, hall, visitor, custodian, secretary, principal, teacher, telephone; 1-12; about; by		Tell us about the (custodian)'s job. The (custodian)'s job is to (clean) (the rooms). letter, addition type, add, observe

LINGUISTIC COMMENTARY

Typical language problems are: loss of by in by reading; loss of about in learn about; addition of to, as in He helps to the teachers; and substitution of "att" for add and "yob" or "chob" for job.

Review	CONCEPTUAL FOCUS	Introduce
Identifying school workers and their jobs Identifying observing as a means of gathering information		Identifying some things learned at school Computing sums of 12 Identifying reading as a means of gathering information

CONCEPTUAL COMMENTARY

A typical conceptual problem is: difficulty identifying reading and observing as particular means of learning things.

MATERIALS

Activity 1: Use the accompanying 7 pictures of school workers, Blink and Wink.
Activity 2: Use the blue and red bags from Lesson 136, the accompanying disguise for Blink, 12 beads, chalk, Blink and Wink.
Activity 3: Use Blink's disguise from Activity 2, the 3 accompanying needs, pictures of food, clothing and shelter, and the picture of 3 children reading, Blink and Wink.

1. LEARNING AT SCHOOL

Have Blink ask pupils what they learn how to do in school. Have individual pupils answer, "We learn how to (read/write/draw)," helping them if necessary. Then display the accompanying pictures of school workers and divide the class into two groups. Guide one group to ask questions and give directives and have Wink cue the other group's responses.

T&G1: /pointing to pictures/ What do we learn about school workers?
W: Their jobs.
G2: We learn about their jobs.
T&G1: /pointing to appropriate pic./ Tell us about the custodian's job.
W: To clean the (rooms).
G2: The custodian's job is to clean the (rooms).

Continue, using custodian with clean the (halls), secretary with answer the telephone and type letters, principal with talk to visitors and help teachers, and teacher with teach us to(add/read/write/draw).

2. LOTS OF SUMS

Have Blink in his disguise ask the pupils for things they learn in school. Aid the reply and divide the class in five groups. Have Blink ask Group 1 if they learn about addition.

B: What are some things you learn about in school?
T&C: Addition.
B: Do you learn about addition?
G1: Yes, we learn about addition.

Continue, having Group 1 ask Group 2 and so on until all the groups have answered and asked the question. Next, explain that the class is going to do sums of 12. Write sums of 12 on the board. Place the two bags on a table. Place one bead in the red bag and eleven in the blue one. Have a pupil stand by each bag. Help the class ask Pupil 1 how many beads are in his bag. Have him count and write 1 on the board.

T&C: How many are in the red bag?
P1: /writing 1 on the board/ One.

Repeat with Pupil 2, asking about the blue bag. Have him write +11=12 next to the 1. Next, have the class direct Wink to tell one of the pupils to put a bead from the blue bag into the red one. Repeat the dialog with new pupils having them write 2+10=12 under the previous sum. Continue until twelve beads are in the red bag. Remind the class that the equations on the board are all sums of 12. Then point to each equation asking "Is there another equation that has the same numerals?" to form pairs such as 7+5 and 5+7.

3. BLINK WANTS TO KNOW MORE

Display the pictures of food, shelter, clothing, and children. Have Blink, disguised, ask the class if they learn how to find out about things in school and how. Have pupils answer. Then help the class expand the answer as in Activity 1, while the pupil points to corresponding pictures and pantomimes the action.

B: Do you learn how to find out about things at school?
C: Yes, we do.
B: How do you find out about things?
P1: We can read about them.
T&C: /as P1 points and pantomimes/ We find out about things by reading.

Have Blink question to get specific responses about things they find out. Continue, including by observing, having Wink cue if needed. Then have Blink ask "What do you find out in school?" Guide the replies to include We find out about things people need.

TAKE-OFF IDEAS

*Ask questions about an unfamiliar story. Read it with the class and make a list of "things we found out".

*Instead of a storytime, have a "gossip time". Have pairs of pupils tell each other what they like and dislike about what they learn at school.

MICHIGAN MIGRANT PROGRAM	INTERDISCIPLINARY ORAL LANGUAGE LESSON 138

Review	LINGUISTIC FOCUS	Introduce
Who (is teaching) (Jose) to (____)? (His brother) (is teaching) (him). By (read)ing. teach/taught, ride, jump, find out, fly, observe, count, read, learn, happen bicycle, ball, balloon, people, uncle, brother, sister, father, kite, rope different; will		What is (one) way to find out things? (Observ)ing is (one) way to find out things. kick, break, experiment water, oil

LINGUISTIC COMMENTARY

Typical language problems are: substitution of simple form of verb for -ing form, as in observe for observing; addition of to, as in teach to him to jump for teach him to jump; addition of the, as jump the rope for jump rope.

Review	CONCEPTUAL FOCUS	Introduce
Computing sums of 11 and 12 Identifying, observing and reading as means of gathering information		Identifying teachers of various skills Identifying that we usually learn from different people Identifying experimenting as a means of gathering information

CONCEPTUAL COMMENTARY

A typical conceptual problem is: difficulty understanding that there are many ways of finding out; observing, reading and experimenting.

MATERIALS

Activity 1: Use the accompanying 8 children pictures, tape and Wink.
Activity 2: Use one of the pictures of a child observing from Lesson 136, one of the pictures of children reading from Lesson 137, several balloons, a glass of colored water, small amount of salad oil, several matches, and Wink.
Activity 3: Use 11 balloons, 11 or 12 each of other objects such as pencils, boxes, cups, paper clips, etc., and Wink.

1. LEARNING FROM DIFFERENT PEOPLE

Display the accompanying pictures of children. Divide the class in two groups. Help Group 1 ask the others about a pair of the pictures. Have a pupil from Group 1 cue the questions by taping up pictures. Have Wink cue the first reply and then aid the second. After each reply have volunteers pantomime helping someone learn or independently performing the action.

T&G1: /P tapes up pic. of brother teaching Jose to fly a kite/ Who is teaching Jose to fly a kite?
W: His brother.
G2: His brother is teaching him.
V's pantomime brother showing Jose.
T&G1: /P tapes up pic. of Jose alone/ Who taught Jose to fly a kite?
W&G2: His brother taught him to fly a kite.
V pantomimes flying kite by himself.

Continue with the other pictures, using ride a bicycle, jump rope, and kick a ball. Alternate the groups. Conclude by asking, "Do we learn from the same people all the time or do we learn from different people?" Have Wink aid the class's reply, "We learn from different people."

2. EXPERIMENTING

Divide the class in two groups. Give a picture of a child observing to one pupil and a picture of pupils reading to another. Help Group 1 ask Group 2 about ways of finding out things, and have Wink guide Group 2 to reply.

T&G1: What is one way to find out things?
W&G2: /as P1 shows observing pic./ By observing. Observing is one way to find out things.
T&G1: /after discussing reading pic./ What is another way to find out things?
W&G2: By reading. Reading is another way.

Ask a pupil if he knows how to jump. Show a balloon and help the class ask him what happens if he jumps on it. Have the pupil demonstrate. Then help the class tell what happened.

T&C: What happens if you jump on it?
Pupil jumps on balloon and it breaks.
T&C: We found out that the ballon will break. We experimented. Experimenting is another way to find out things.

Continue the experimenting. Identify some oil and ask, "What happens if we put oil in water?" Perform the experiment and guide the reply, "The oil comes to the top of the water." Then identify a match, light it and ask, "What happens if we put it (beside/over/under) a balloon?" Perform the experiment and guide the reply, "The balloon (doesn't break/breaks)."

3. SUMS OF 11 AND 12

Secretly divide eleven balloons between two pupils. Tell the class each has some balloons. Have Wink help them ask how many. Help the pupils refuse to tell. Have Wink and the class ask about finding out and then expand the response.

T: They both have some balloons.
W&C: /to pupils with balloons/ How many do you have?
T&Ps: We won't tell.
W&C: What is one way to find out?
T&Ps: By counting.
W&C: Counting is one way to find out.

Have each pupil show his balloons to the class so they count each set. Then add the sets together. Repeat the activity using pencils, boxes, etc. Use combinations of two, three, four, and five pupils with sums of 11 and 12.

TAKE-OFF IDEAS

*Have the class experiment to find out what happens if you put food coloring in water, leave ice cubes out, and put an egg in a tall glass of water and stir in salt. Use language from above.

*Have pupils put on a play called "We learn from different people", acting out different kinds of things that we can learn from others.

MICHIGAN MIGRANT PROGRAM	INTERDISCIPLINARY ORAL LANGUAGE LESSON 139

Review	LINGUISTIC FOCUS	Introduce
(He)'s (fly)ing (a kite). By (_____)ing. some, many, a few, a lot; of us kick, ride, jump, skate, read, add, count, observe, find out easy, hard ball, bicycle, rope, thing		(Some) of us find (reading) (easy) to do. We can find out by going to a (museum) to (observe). several subtract, spell, find museum, library, subtraction

LINGUISTIC COMMENTARY

Typical language problems are: loss of ing as in Some of us find fly a kite hard to do for Some of us find flying a kite hard to do; loss of by, as in by going to a library; confusion of ride and drive; "substract" for subtract, and "espell" for spell.

Review	CONCEPTUAL FOCUS	Introduce
Identifying, observing and reading means of gathering information Computing sums of 11 and 12		Identifying the ease or difficulty learning a skill Grouping pictures of tasks as to their ease or difficulty Identifying a museum and library as places for gathering information Computing differences of 11 and 12

CONCEPTUAL COMMENTARY

Typical conceptual problems are: difficulty understanding that what one person finds easy, another may find difficult; and that there are many ways of finding out information.

MATERIALS

Activity 1: Use the picture of children reading from Lesson 137, the pictures of a child flying a kite, kicking a ball, riding a bicycle, and jumping rope, all from Lesson 138, the accompanying pictures of Blink skating, Wink adding and children counting, subtracting and spelling, and tape and Blink.

Activity 2: Use the accompanying museum and library pictures, tape, Wink, Blink.

Activity 3: Use the library picture from Activity 2, 11 or 12 each of books and other classroom objects, 2 paper bags, chalk and Wink.

1. FINDING IT HARD OR EASY

Tape the pictures on the chalkboard one at a time and ask what each person is doing. Have Blink guide the class to answer. Then ask if any of them find that hard to do and have Blink guide the class to answer, using some, many, a few, several, and a lot.

T: /taping pic. of boy flying kite/ What's the boy doing?
B&C: He's flying a kite.
T: Do any of you find flying a kite hard to do?
B&C: /after a show of hands/ (Some) of us find flying a kite hard to do.

Continue with the other pictures and the expressions kicking a ball, riding a bicycle, jumping rope, skating, reading, adding, counting, subtracting, and spelling. Explain and demonstrate subtracting and spelling as those pictures are presented. Repeat with easy for hard. After the pictures have all been discussed, call on volunteers to group the pictures according to whether they think the tasks are easy or hard to do. After several groupings, guide the class to conclude that what is easy or hard to do is not the same for everyone.

2. A MUSEUM AND A LIBRARY

Explain that a museum is a place where you can observe things on display. Then ask if anyone knows about finding out things. Have Blink say he does and Wink and the class ask him to tell them. After his reply, ask the class and Wink if they know now.

T: Who knows how we can find out about things?
B: I do. I know how.
W&C: He knows how. Tell us, Blink.
B: By going to a museum to observe.
T: Now do you know how we can find out about things?
W&C: Yes, we know. We can find out by going to a museum to observe.

Divide the class in four groups and have them ask each other, "How can we find out things?" Next, tape up the accompanying museum picture. Help the class discuss kinds of things you can find out in a museum, such as about other people, places, or dinosaurs, which are big animals that lived long ago. Next, explain what a library is, using the accompanying picture. Repeat the dialog having Blink and then the class use by going to a library to read. Help the class discuss kinds of things you can find out by reading using recent classroom experiences.

3. SUMS AND DIFFERENCES

Displaying the library picture, help the class tell you they find books there. Have two pupils sit in front. Count out twelve books. Secretly give six to each pupil to hide in their bags. Help the class ask one pupil how many he has. After the reply, have him show his books. Then ask the class how they can find out how many Pupil 2 has. Have Wink aid the reply, then write the equation on the board. Have pupils who find subtracting easy and then hard raise their hands. Count each. Help the class say that many, several, or a few of them find it easy or hard. Use subtraction for subtracting after find.

T&C: How many books do you have?
P1: /showing books/ I have six.
T: How can we find out how many (Jose) has?
W&C: By subtracting.
T&C: /after Wink writes equation and pupils raise hands/ (Many) of us find subtraction easy to do. (Several) of us find it hard to do.

Confirm the equation by counting the books. Repeat with other objects, having volunteers compute sums and differences of 11 and 12, on the board.

TAKE-OFF IDEAS

*Have pupils bring in unusual objects to construct a "museum". Have groups observe at the "museum", using language from Activity 2. Then help a pupil ask a group what kinds of things they found out while observing.

MICHIGAN MIGRANT PROGRAM	INTERDISCIPLINARY ORAL LANGUAGE LESSON 140

REVIEW-EVALUATION

This lesson aims at determining how well pupils incorporate the structures of Unit 14 into modified language situations. You should attempt to elicit individual responses from all pupils and keep accurate records on the following RECORD SHEET. This should help you focus on specific problems.

The concepts listed in INCLUDED CONCEPTS are not necessarily the most important ones in Unit 14. They were selected because of their suitability in reviewing the language structures.

The DIALOGS in Lesson 140 do not represent the only structures that pupils might use; they are only sample responses. A stimulus is given and the pupil will select his answer from among those structures he knows.

LINGUISTIC PROGRESS CHECK

Using to + verb and (how/where) with to + verb as complements
Using in order to to indicate purpose
Using -ing forms as subjects
Using questions with who, where, what, how, and why

INCLUDED CONCEPTS

Telling and writing time at the half-hour and hour
Constructing a calendar
Identifying learning through inner and outside motivation
Identifying a reason for learning a skill
Identifying means of gathering information

MATERIALS

Activity 1: Use Blink, a toy clock, and chalk.
Activity 2: Prepare a name card for Friday and Saturday; use name cards for Sunday and Monday from Lesson 132, for Tuesday through Thursday from Lesson 133, chalk, Blink, and tape.
Activity 3: Use the pictures of children doing things and learning skills from Lesson 133, and 136-139, and tape.

1. SHOWING AND LEARNING

Have a pupil be Blink and give him the toy clock. Tell him to demonstrate setting it. Then cue one pupil to ask another about who demonstrated. Tell Pupil 3 to ask Blink the time.

T: /to Blink/
Show us how to set the clock.
/after demonstration/
Ask (him) about it. Use who.
P1: Who showed us how to set the clock?
P2: Blink showed us how to do it.
T: (Sue), ask Blink the time.
P3: Blink, what time is it?
B: It's (six)-thirty.

Continue the dialog with new pupils as Blink. Vary the first directive by using write the time and read the clock, having different volunteers set the clock.

2. BLINK LEARNS ABOUT THE CALENDAR

Chalk a calendar on the board leaving the days unlabeled. Have handy the Friday and Saturday day name cards and those from Lessons 132 and 133. Have a pupil be Blink, choose a day name card, and ask where to put it. Have a volunteer show Blink where to tape it on the calendar. Then tell a pupil to ask another about who showed Blink where to put it.

B: Where should I put (Tuesday)?
T: /after volunteer helps Blink/
Ask (Al) who showed Blink where to put it.
P1: (Al), who showed Blink where to put (Tuesday)?
P2: (Mary) showed him where to put it.

Continue the activity having Blink ask about the remaining days of the week. Then, repeat the dialog having Blink ask, "What day comes before (Friday)?" Then cue a pupil to question another, using Ask (Rosemary) what Blink found out.

3. ANSWER TIME: LEARNING

Display the pictures from Lessons 133 and 136-139. Ask, "What kinds of things do people want to learn?" Have a pupil select one of the pictures to cue his response. Then help the class ask that pupil about how the pictured person learned. Finally, have the pupil tape up his picture.

T: What kinds of things do people want to learn?
P1: /selecting (flying kite) pics./
He wants to learn how to (fly a kite).
T&C: How did he learn?
P1: His brother taught him.
P1 tapes up the pictures.

Continue, asking other pupils the questions, having each select an appropriate picture and tape it up. After all pictures are up, have a volunteer point to one and ask a classmate why we learn. Encourage them to use language from Lesson 136.

T: /as V points to (brushing teeth) picture/
Ask someone why we learn that.
V1: (Ed), why do we learn to (brush our teeth)?
P1: We learn to (brush our teeth) in order to (keep healthy).

Continue with all the pictures. Then ask, "Can any of these pictures go together?" Have several volunteers group pictures into groups they see. Ask them for reasons and names for their grouping. Allow pupils to use pictures that have been used by others. Next ask individuals, "What is (one/another) way to (find out/learn) things?" Encourage them to respond using observing, reading, practicing, trying, and experimenting.

TAKE-OFF PROGRESS CHECK

*Using the language as in Activities 1 and 2 in this lesson, have each pupil construct a large calendar of one week. Divide each day into morning and afternoon, labeling each half. Help them keep a pictoral record of the things they do and what time they do them. Have pupils show each other what to do. Ask individuals, "Who showed you (what to do/how to do it/ where to put the day names on the calendar)?"

RECORD SHEET - LESSON 140

Following is a list of the main structures checked in Lesson 140. As each pupil responds to an item, place a mark indicating whether he uses a Standard or Non-Standard form. Compute the percentage of times the Standard form was used by dividing the number of Standard form uses by the total number of times the structure was used, and multiplying by 100. This is the percent of successfully manipulated structures. For example:

Structure	Standard	Non-Standard	Total	Percentage
I learned to (tell time).	~~HHH HHH~~	~~HHH~~	15	10/15x100=67%

For this structure there were fifteen responses, 67% of these were in Standard form.

STRUCTURE	STANDARD	NON-STANDARD	TOTAL	PERCENTAGE STANDARD
1. Who showed us how to (set the clock)?				
Blink showed us how to (do it).				
2. Where should I put (Tuesday)?				
Who showed Blink where to put (Tuesday)?				
(She) showed him where to put (it).				
What day comes before (Friday)?				
Blink found out what day comes before (Friday).				
3. He wants to learn how to (fly a kite).				
His (brother) taught him.				
Why do we learn to (brush our teeth)?				
We learn to (brush our teeth) in order to (--).				
(Observ)ing is (one) way to find out things.				

UNIT 15

MICHIGAN MIGRANT PROGRAM	INTERDISCIPLINARY ORAL LANGUAGE UNIT 15 - OVERVIEW

The first grade child is curious about changes in his environment and himself. Through structured activities he is made aware of reversible and non-reversible changes, seasonal and growth changes, multiple causes of changes, etc. To understand these elements of change the Spanish-speaking child needs to understand and use relevant questions and statements in standard English.

LINGUISTIC FOCUS

Unit Fifteen contains questions and answers providing the pupils with practice in:

USING TWO-WORD VERBS WITH NOUNS AND PRONOUNS

USING WORD ORDER TO SHOW DIRECT AND INDIRECT OBJECT RELATIONSHIPS

USING LONG TO EXPRESS JUDGMENT AND DIRECTION OF MEASUREMENT

USING (TO/FOR) TO SHOW DIRECT AND INDIRECT OBJECT RELATIONSHIPS

USING HAVE, HAS, HAVEN'T, AND HASN'T WITH REGULAR AND IRREGULAR PAST PARTICIPLES

USING TOO AND ENOUGH IN EXPRESSIONS OF QUANTITY

CONCEPTUAL FOCUS

Unit Fifteen contains activities which are basically designed to help the first grade child with the following:

ORDERING THINGS BY LENGTH

IDENTIFYING A UNIT LENGTH AS ONE, TWICE THAT LENGTH AS TWO, ETC.

ESTIMATING AND MEASURING LENGTH OF OBJECTS IN INCHES

ADDING LENGTHS TOGETHER

COMPUTING SUMS AND DIFFERENCES OF 13 AND 14

DEMONSTRATING REVERSIBLE AND NON-REVERSIBLE PHYSICAL CHANGES IN OBJECTS

IDENTIFYING PROPERTIES OF OBJECTS BY LIFTING, LOOKING AND FEELING

IDENTIFYING AND DEMONSTRATING MULTIPLE CAUSES AND RESULTS OF PHYSICAL AND SOCIAL CHANGE

IDENTIFYING A PLANT AS BEING COMPOSED OF DIFFERENT PARTS SUCH AS ROOTS, STEMS, ETC.

DEMONSTRATING THAT MIXING TWO COLORS CAN CREATE A THIRD ONE

IDENTIFYING GROWTH CHANGES THROUGHOUT TIME PERIODS OF LONG, SHORT AND STAGGERED DURATION

DEMONSTRATING AND IDENTIFYING PROCESSES THAT CAUSE CHANGE

IDENTIFYING CROPS AS A CLASS LABEL

MICHIGAN MIGRANT PROGRAM	INTERDISCIPLINARY ORAL LANGUAGE SPANISH SUPPORT ACTIVITIES

BASIC CONCEPTUAL FOCUS: designed to be introduced in Spanish:
- Ordering paper strips by length and adding lengths together
- Identifying a unit length as one, twice that length as two, etc.
- Observing and identifying physical and social changes
- Identifying an inch as a unit length and measuring paper strips with a ruler
- Identifying reversible and non-reversible physical changes
- Identifying causes and results of change, multiple causation and effect
- Estimating length of an object in inches
- Identifying different causes for the same change

MATERIALS:
- Activity 1: Use clay, the accompanying picture of a birthday party and a paper strip marked inch by inch up to 12 inches or less for each child.
- Activity 2: Use 12 inch rulers, strips of paper, tape, and chalk.
- Activity 3: Use the accompanying picture of Mr. Sanchez's family working on a farm, a ruler and chalk.
- Activity 4: Use the accompanying picture of Mr. Sanchez working in a factory, a ruler and chalk.

1. CAMBIOS FISICOS (to accompany lesson 141) PHYSICAL CHANGES

Muestre la lámina a los niños. Interróguelos sobre su contenido. Guíelos a notar como la gente cambia físicamente cuando crece. Muestre tres bolas iguales de plasticina. Trabájelas en tres formas distintas. Invite a un niño a darles de nuevo su forma original. Guíe la clase a observar como hay cosas que pueden cambiar de aspecto y luego volver a su forma primitiva. Dé plasticina a los niños y pídales formar una culebra. Reparta las tiras de papel e invítelos a medir las culebras. Pídales hacer sus culebras al largo de las tiras. Recoja las tiras y pegue algunas en la pizarra. Mídalas tomando como unidad la más pequeña.

Show the picture to the pupils. Question them on its content. Guide them to discuss how people change physically as they get older. Show three balls of clay of the same size. Work them into three different shapes. Have a pupil work them into their original shape. Guide the class to observe how some things can change appearance and then return to their original shape. Give clay to the pupils and ask them to make a snake. Distribute the strips of paper and have the pupils measure their snakes. Have them make their snakes the size of their strips. Collect the strips and tape some on the board. Measure them, using the smallest as a unit.

2. MEDIDAS (to accompany lesson 142) MEASUREMENTS

Muestre una regla de 12 pulgadas. Pre-

Show a 12 inch ruler and ask what it is

gunte para qué sirve. Guíe los niños a observar que está dividida en 12 pequeñas partes. Identifique cada una como una pulgada. Reparta algunas reglas e invite los niños a medir diferentes objetos. Pegue las tiras de papel en la pizarra. Mídalas y anote su largo debajo de ellas. Invite a un niño a ordenarlas de acuerdo a su longitud. Pídale tomar una de ellas y romperla en varios pedazos. Pregunte a la clase si con ellos pueden formar de nuevo la tira y si ésta será exacta a la original. Guíelos a observar como hay fenómenos que cambian el aspecto de las cosas y después no pueden volver a su forma original

used for. Guide the pupils to observe that the ruler is divided in 12 small sections. Define each section as an inch. Distribute some rulers and have the pupils measure different objects. Tape the strips of paper to the board. Measure them and write their length below them. Have a pupil order the strips by length. Ask him to take one of them and tear it in several pieces. Ask the class if they can remake the strip with the pieces. Ask if it will be exactly like the original. Guide the pupils to observe that there are phenomena which change the appearance of things and that later these things cannot return to their original shape.

3. EL SR. SANCHEZ (to accompany lesson 143) MR. SANCHEZ

Muestre la lámina. Diga que esa es la familia del Sr. Sánchez. Explique que viven en Ohio y trabajan en el campo, pero que tienen planes de trasladarse a Michigan. Interrogue a los niños para saber que motivos creen ellos que obligan al Sr. Sánchez a trasladarse de estado. Guíelos a dar respuestas como Encontró un mejor trabajo, Terminó de recolectar productos, etc. Anótelos en la pizarra y léalos. Guíe los niños a observar que hay algunos cambios que pueden tener más de una causa. Invite varios niños a medir con una regla las figuras de la lámina. Insista en que al medir siempre se debe comenzar en el 0.

Show the picture. Say that it's Mr. Sanchez's family. Explain that they live in Ohio and work in the fields, but that they are planning to move to Michigan. Question the pupils to find out why they think Mr. Sanchez is moving to another state. Guide them to give answers such as He found a better job, He finished harvesting the crops, etc. Write them on the board and read them. Guide the pupils to observe that some changes may have more than one cause. Invite various pupils to measure the figures in the picture with a ruler. Insist on always starting at 0 when measuring.

4. UN NUEVO TRABAJO (to accompany lesson 144) A NEW JOB

Muestre la lámina. Explique que el Sr. Sánchez consiguió trabajo en una fábrica y se ha trasladado a Michigan con su familia. Pregunte qué consecuencias trajo este viaje en la vida de la familia. Guíe las preguntas para obtener respuestas como El papá comenzó un nuevo trabajo, etc. Guíe los niños a observar que un cambio puede tener más de un efecto. Mida con una regla a uno de los niños. Anote su largo en la pizarra. Repita con el otro niño. Sume los dos largos. Repita con otros objetos que no sumen más de 12 pulgadas.

Show the picture. Say that Mr. Sanchez got a job in a factory and moved to Michigan with his family. Ask what effects this trip had on the family's life. Guide the questions so they give answers such as The father started a new job, etc. Guide the pupils to observe that a change may have more than one effect. Measure one of the children in the picture with a ruler. Write his height on the board. Repeat with the other child and add the two lengths together. Repeat with other objects totalling 12 inches or less.

MICHIGAN MIGRANT PROGRAM	INTERDISCIPLINARY ORAL LANGUAGE LESSON 141

Review	LINGUISTIC FOCUS	Introduce
(Put away) the (balloon). We can (___) by (___). Which is (the shortest one)? What did (he) do? balloon, marble, bag put away, look (at) light, heavy, short, long		(He) (blew) (up) (the balloon). (He) (blew) it (up). take/took out, blow/blew up, let out, fill up, empty out, feel, lift, tell air again, unit

LINGUISTIC COMMENTARY

Typical language problems are: misplacement of it, as in lift up it for lift it up, loss of second element in verb, as in blow for blow up; substitution of "blowed" for blew, "taked" for took, confusion of fill and feel; substitution of "back" for bag.

Review	CONCEPTUAL FOCUS	Introduce
Identifying an object as being big or little Identifying zero as the place to start measuring		Demonstrating physical changes in objects and that these can be reversed Identifying objects as light or heavy Identifying properties of objects by lifting, looking and feeling Ordering paper strips by length Identifying a unit length as one, twice that length as two, etc.

CONCEPTUAL COMMENTARY

A typical conceptual problem is: difficulty understanding that zero is the place where we start to measure.

MATERIALS

Activity 1: Use a large number of marbles, a balloon, a small paper bag, a box, a blindfold, Blink and Wink.

Activity 2: Use the balloon, bag, marbles and box from Activity 1, another balloon and bag, 2 cups, paper clips, Wink and Blink.

Activity 3: Prepare 11 strips of paper of different lengths: one each of 9", 6", and 4", and 4 each of 3" and 2"; use tape, chalk, and a box.

1. CAN YOU DO IT AGAIN?

Have marbles handy. Place a balloon and a bag in a box. Divide the class in two groups and have a pupil at the front of the room. Blinkfold Blink and explain that he cannot see what is happening. Help Group 1 tell the pupil to take out a balloon, blow it up and then let the air out. After each action, have Blink ask Wink and Group 2 what the pupil did. Then help the class ask the pupil if he can blow it up again. After he replies, have him do so.

T&G1: /to pupil at front of class/ Take out a balloon.
B: What did he do?
W&G2: He took out the balloon.
T&G1: Blow up the balloon.
B: What did he do with the balloon?
W&G2: He blew it up.
T&G1: Let out the air.
B: What did he do then?
W&G2: He let the air out.
T&C: Can you blow it up again?
P: Yes, I can.
Pupil blows up the balloon.

Let the air out of the balloon and repeat the activity with a bag, having a pupil fill it up with the marbles. Use fill up for blow up and empty out the marbles for let out the air. Have the class tell a pupil to put away the balloon and the bag. Then repeat the activity alternating the groups.

2. LIGHT OR HEAVY/BIG OR LITTLE

Place two balloons, two bags and marbles in a box. Have the class in two groups. Have Wink and Group 1 fill one bag with marbles and then question the other group about the weight of the bags. Have Blink aid the replies as each Group 2 pupil lifts the bags. Cue the second reply with By lifting it.

W&G1: /pointing, after filling bag with marbles/ Is that bag light or heavy?
B&G2: /as each P lifts the bags/ It's (light).
W&G1: How can you tell?
T: By lifting it.
B&G2: We can tell by lifting it.

Continue, having Wink's group ask about the other bag. Alternate groups and repeat the activity having a Group 1 pupil blow up one of the balloons. Have Blink and Group 2 ask Wink and Group 1 if each balloon is big or little and then how they can tell. Cue with By looking at it and By feeling it, making sure each pupil in the responding group looks at and feels them. Repeat the activity with cups, having pupils fill one up with paper clips.

3. ORDERING PAPERS

In a box place one 6 inch, one 4 inch, and four 2 inch strips of paper. Help the class direct pupils to each take out one strip. Have the pupils place them on the chalkledge. Then have another pupil tape one 2 inch, the 4 inch and the 6 inch strips on the board in order of length. Tell him to place each against the left edge of the board for comparison. Help the class ask about the strips.

T&C: (Jo), take out one. /after 6 strips are on ledge and P places 3 of them in order/ Which is the shortest one?
P1: This one is.
T&C: Which one is a little longer?
P1: This one is.
T&C: Which one is the longest?
P1: This one is.

Write 0 on the left and 1 to the right of the first one. Call it one unit and ask "How many units in the next one?" Guide pupils to call it two units and accept appropriate reasons. Summarize saying, "Because two one unit pieces of paper would fit on this one." Have a pupil demonstrate. Repeat asking the number of the 6 inch strip, calling it three units. Then repeat with 3, 6, and 9 inch strips.

TAKE-OFF IDEAS

*Have pupils make an object change its appearance and then restore its original look. Have them make changes such as refolding paper, filling and emptying a box, covering and uncovering a picture with paper, and taping up and taking down papers from the board.

MICHIGAN MIGRANT PROGRAM	INTERDISCIPLINARY ORAL LANGUAGE LESSON 142

Review	LINGUISTIC FOCUS	Introduce
Tell (what___). take/took, happen, put, give first, now long (= judgement); red, blue, yellow, green paint, color, scissors, paper		(Take) them (the red paint). She (took) them the (scissors). It's (one) inch long. long (= measurement); purple, orange change, hand, measure, find (= locate) inch, ruler

LINGUISTIC COMMENTARY

Typical language problems are: addition of to, as in She took to them the paint and Find to Blink the longest one; misplacement of is, as in Can you tell how long is the paper; substitution of "measher" for measure, "chanch" for change, "oranch" for orange.

Review	CONCEPTUAL FOCUS	Introduce
Identifying colors		Identifying a non-reversible physical change Demonstrating that mixing 2 colors can create a third one Demonstrating measuring with a ruler Identifying an inch as a unit length Ordering paper strips according to measured length

CONCEPTUAL COMMENTARY

A typical conceptual problem is: difficulty understanding that an inch always remains the same.

MATERIALS

Activity 1: Use 2 jars each of red, blue, and yellow paint, Blink and Wink.
Activity 2: Prepare a 30" strip of purple paper, 26" of orange, and 22" of green using the accompanying model, a 12" ruler, pair of scissors, tape, chalk and Wink.
Activity 3: Use the cut-up strips from Activity 2, tape, a ruler, chalk, an eraser and Blink.

1. CHANGING COLORS

Divide the class in two groups. Have one of the jars of red and of blue paint near Group 2. Have two pupils by your desk. Have Blink and Group 1 tell two Group 2 pupils to each take one of the paints to the pupils by your desk. Ask Wink and Group 2 what each did.

B&G1: /to P1 from G2/
(Jo), take them the (red) paint.
T: /to Group 2, after action/
What did she do?
W&G2: She took them the (red) paint.

Next, have the two pupils put some blue in the red paint until purple is formed. Ask Wink and Group 2 about the change. Have them reply and ask Blink and Group 1 to describe the change.

T: Can we make the red paint the same again?
W&G2: No, we can't.
/to Group 1/
Tell us what happened to it.
B&G1: The paint changed color. First, it was red. Then we put in blue paint. Now it is purple.

Repeat adding red to yellow to get orange, and blue to yellow to get green.

2. INCHES

Prepare the three colored strips as in the accompanying model. Have a 12 inch ruler handy. Help the class direct two volunteers to hand a pupil scissors and one of the strips.

T&C: /to one volunteer/
Hand (Pepe) the (orange paper).

Have the pupil cut the strip into the marked sections. Repeat with the other strips. Next, have pupils tape up the strips. Show and identify a ruler, explaining that it is divided into inches and is like a number line starting at 0 and that is where we start to measure. Write 0 at the top left of the one inch strip and write 1 inch next to it. Explain it is one inch long. Ask how long it is. Have Wink aid the reply and help the class tell you to give the ruler to a pupil and then tell him to measure another strip. Have Wink help the class ask the pupil to tell how long it is. Help him write the inches and aid his reply. Have Wink and the class tell him who to give the ruler to.

T: /after measuring, writing 1/
How long is it?
W&C: It's one inch long. (Miss May), give (Jorge) the ruler.
/to pupil/
(Jorge), measure it.
/after P measures next strip/
Tell us how long the paper is.
T&P1: /after P writes (2) on board/
It's (two) inches long.
W&C: (Jorge) give (Ed) the ruler.

Continue until all the strips are measured. Have pupils order them by size.

3. BLINK ARRANGES HIS BOOKS

Randomly tape the paper strips on one half of the board. Tell the class that these represent Blink's books and he wants to arrange them in order of their heights. Have a pupil be Blink. Help the class direct another pupil to find Blink the longest purple strip. Have the pupil measure to find the appropriate one, chalking up the inches as he measures. When he finds the longest purple one have him give it to Blink. Have Blink tape up the strip. Erase any numerals the pupil wrote.

T&C: /to P, as T points to purple strips/
Find Blink the longest purple one.
P measures, finds it and gives it to Blink who tapes it up.

Continue with other pupils measuring the longest orange strip and then the longest green one. Then go on to what is now the longest purple, the longest orange, etc. until all the strips are arranged on the board in order.

TAKE-OFF IDEAS

*Have pupils use a ruler to measure various classroom objects, such as an eraser, a pencil and pictures.

MICHIGAN MIGRANT PROGRAM	INTERDISCIPLINARY ORAL LANGUAGE LESSON 143

Review	LINGUISTIC FOCUS	Introduce
(Blink) (is blowing up) (a balloon). Tell us how long (_____). It's (_____) inches long. balloon, ruler, paper, work; us long, old; colors (red, blue, etc.) irregular past verb forms (blew up, came, went), work, show; change		(She) (showed) (it) to (us). (Show) (the picture) to (us). describe, hit, send picture, pin, tape, change (noun) maybe; too much; really; enough

LINGUISTIC COMMENTARY

Typical language problems are: difficulty with irregular past verb forms; non-standard word order, as in How long do you think is the red paper; addition of the, as in Juan went to the school for Juan went to school; substitution of "heet" for hit, "sent" for send, "aws" for us, "peen" for pin.

Review	CONCEPTUAL FOCUS	Introduce
Inferring information Demonstrating physical changes in objects Demonstrating measuring with a ruler		Identifying multiple causes of physical and social change Estimating length of an object in inches

CONCEPTUAL COMMENTARY

A typical conceptual problem is: difficulty understanding that physical and social changes may have multiple causes.

MATERIALS

Activity 1: Use the accompanying 2 pictures of Blink, 2 balloons, a pin, Wink and Blink.

Activity 2: Prepare strips of paper: a blue 3", a red 6", and a black 2"; use the green 4", the orange 5" and the purple 9" strips from Lesson 142, a 12" ruler, tape, and chalk.

Activity 3: Use the accompanying 4 pictures of Juan coming to and being in Michigan with his family, tape, and Wink.

1. WHAT CAUSED IT?

Divide the class in two. Have a pupil show Group 1 Picture 1. Ask who he showed it to and have Wink help Group 1 answer. Then have Blink help Group 2 ask for a description and to see it.

T: Who did (Jo) show the picture to?
W&G1: (She) showed it to us.
B&G2: Describe the picture to us.
W&G1: Blink is blowing up a balloon.
B&G2: Now, show the picture to us.

Repeat having a pupil show Picture 2 to Group 2 and finally Group 1. Next, ask Wink and the class if the balloon changed. Have them ask Blink to describe it. Ask about the cause allowing guesses and then having Wink help expand them.

T: Did Blink's balloon change?
W&C: Yes, it did. Blink, describe the change to us.
B: First, the balloon was whole. Then it popped. It's in pieces.
T: What do you think caused it?
W&C: /expanding replies after guesses/ Maybe Blink hit it with a pin. Maybe he blew it up too much.

Help the class find out. Give a pupil a balloon to blow up and pop with a pin. Give another to a different pupil to pop by blowing it up too much. Guide the class to have them describe the changes. Guide the class to give reasons for the balloon poppings.

2. GUESSING HOW LONG

Tape up the blue strip and have handy the 6 inch red one. Have the class in three rows. Help Row 1 tell each pupil in Row 2 to send the ruler down to the last pupil in the row. Then have the last pupil measure the blue strip and write 3 inches by it. Using tape for ruler, have Row 2 tell Row 3 pupils to pass the tape to the end. Have the last pupil tape the red strip under the blue one. Have the class ask the pupil with the ruler to guess the red strip's length. Have him measure it. Help the class tell him to say and write the length.

T&C: /to each pupil in Row (2)/ Send the (ruler) to (Juan).
T: /when red strip's under blue one/ Ask (Al) how long he thinks the red paper is.
C: How long do you think the red paper is?
P: I think it's 5 inches long.
T&C: /after P measured it/ Tell us how long it really is.
P: It's 6 inches long.

Continue with the other lengths.

3. MANY REASONS

Place around the room tape and the accompanying pictures. Ask a pupil to find the tape, and then have Wink and the class tell him to take it to a pupil, at the board. Continue with each of the pictures having the pupil tape them up in order. Then question Wink and the class about the pictures. Include why questions as pupils guess.

W&C: Take the tape to (Susie). /after tape is delivered/ Take the picture to (Susie).
T: /after 4 pics. are taped up/ What did the family do in Picture 1?
W&C: They came to Michigan.
T: Why do you think they came? /after pupil guesses/ Maybe they came to get a job.

Have Wink expand the guesses to include There's more work here and They like to travel. Continue discussing.

T: /pointing to Picture 2/ What did Juan's family do in Michigan?
W&C: They worked in the fields.
T: What did Juan do in Picture 3?
W&C: Juan went to school.
T: Why do you think he went?
W&C: /after pupil guesses/ He went because he's old enough.

Have Wink expand including his parents want him to and his sister's in school.

TAKE-OFF IDEAS

*Have pupils tell a story about "Many reasons a person is accident-prone".

MICHIGAN MIGRANT PROGRAM	INTERDISCIPLINARY ORAL LANGUAGE LESSON 144

Review	LINGUISTIC FOCUS	Introduce
(Move) (to) (the other side). (The ___) is (six) inches long.		(Get) (a balloon) for (Jose). (She) got the picture for (Jo). Let's describe it for Wink.
box, paper, balloon, air, room, circle, family, money, work, picture, vegetables		
red, blue, small, long; other; same		carry, make (= cause), heard, pick (= harvest)
get/got, describe, flew, came, change, earn, move, stay, saw, blow up		over there; for; out of
around, in, to; again, then; Michigan		Ohio; tired; let's

LINGUISTIC COMMENTARY

Typical language problems are: confusion of to and for; difficulty with irregular past verb forms, as "fly" for flew, "get" for got, "heared" for heard; loss of t or 's in let's, d in tired and d in carried.

Review	CONCEPTUAL FOCUS	Introduce
Demonstrating a reversible change Measuring objects using a 12 inch ruler		Demonstrating and identifying multiple results of physical and social changes Adding lengths together

CONCEPTUAL COMMENTARY

A typical conceptual problem is: difficulty understanding that physical and social changes may have multiple results.

MATERIALS

Activity 1: Use a balloon, Wink, and Blink.

Activity 2: Use the 4 pictures of Juan and his family in Michigan from Lesson 143, the accompanying 3 pictures of Juan's family being paid, and the family moving to Ohio, chalk, tape, Wink, and Blink.

Activity 3: Use a box and a book, each with sides no larger than 12 inches, a 12 inch ruler, the 6 colored paper strips from Lesson 143, tape, chalk, Wink, and Blink.

1. MANY REASONS

Help the girls tell a boy to get a balloon and carry it to a pupil. Have him blow it up, hold the end and then let it go. Tell the class Wink wants to know about it. Have Blink and the class say they will describe it. Have pupils begin the description having Blink help the class expand it.

T&Gs: Get a balloon for (Jose).
/after pupil has balloon/
Carry it over there, (Paul).
T: /after P lets go of balloon/
It escaped. Wink wants to know what happened.
B&C: Let's describe it for Wink.
P1: It got smaller.
B&C: The balloon got smaller.

Continue, accepting other descriptions. Include It flew around the room, The air came out of the balloon. After each ask, "Do you know because you heard it or because you saw it?" After the replies help the class summarize, "We can make the balloon the same again by blowing it up. Then we can make it change again." Demonstrate by repeating the activity.

2. AND SO...

Chalk two circles on the floor. Have two pupils sit in one. Help the class tell one to move and the other to stay as Wink asks the class what each did.

T&C: (Ed), move to the other circle.
(Al), stay in that one.
W: What did (Ed) do?
T&C: He (moved to) that circle.

Display the accompanying pictures and those from Lesson 143. Have Wink and the class tell a pupil to get Picture 2 for someone. Then ask the class what he did. Then have them ask for a description. Have Blink aid the pupil reply and tape up the picture. Ask what happened in it. Have a pupil reply and pantomime a related action. Have Wink and the class repeat the reply.

W&C: (May), get Picture 2 for (Jo).
T: What did (May) do?
W&C: She got the picture for (Jo).
(Jo), describe it for us.
B&P1: Juan's family picked vegetables in Michigan.
T: What happened because of it?
P2: The family got tired.
W&C: /after P2 pantomimes tired/
The family got tired.

Continue with the other pictures. Include The family earned money for their work, and The family moved to Ohio as replies.

3. IT'S SO BIG

Have Wink try to carry a box no larger than 12 inches. Ask a pupil to help her carry it. Ask Blink and the class what he did. Then have Wink ask how long one of the sides is.

T: Help Wink. John, carry the box for her.
/to class/
What did John do?
B&C: He carried the box for Wink.
W: That box sure is big! How long is that side?

Have a pupil measure the side with the ruler. Have Wink repeat her question having others measure the remaining sides. Repeat with a large book. Next, display the red and blue papers. Help the class tell a pupil to get each for Wink. When she has both, have a pupil help her tape them up, measure each and tell the length. Next have him tape them together and remeasure them. Help the class say the equation.

T&C: (Al), get the (red) paper for Wink.
W&P1: /after both are up and measured/
The red paper is 6 inches long.
The blue one is 3 inches long.
T&C: /after papers are taped/
How long is the paper now?
P1: 9 inches long.
T&C: 6 inches + 3 inches is 9 inches.

Repeat with the other paper strips.

TAKE-OFF IDEAS

*Pantomime the actions shown in the pictures in Activity 2.

MICHIGAN MIGRANT PROGRAM	INTERDISCIPLINARY ORAL LANGUAGE LESSON 145

REVIEW

LINGUISTIC FOCUS - REVIEW

Using word order to show direct and indirect object relationships
Using to and for to show direct and indirect object relationships
Using long to express direction of measurement
Using irregular past verb forms

CONCEPTUAL FOCUS - REVIEW

Identifying single and multiple causes and results of social and physical changes
Demonstrating a non-reversible physical change
Demonstrating measuring with a 12 inch ruler
Adding lengths together

MATERIALS

Activity 1: Use the 7 pictures about Juan's family from Lessons 143 and 144, and Wink.
Activity 2: Use several packages of one flavor of instant pudding (enough to be divided up for the whole class), the appropriate amount of milk, a large bowl, a spoon, paper cups, and Wink.
Activity 3: Use 15 paper strips from Lessons 142 and 143, a box, tape, and a 12 inch ruler.

1. WHY AND BECAUSE

Display the seven pictures about Juan's family from Lessons 143 and 144. Choose seven volunteers to help tell the pictured story. Help the class tell Volunteer 1 to describe the first picture. Have Wink help describe it.

T&C: Describe Picture 1 for us.
W&V1: Juan's family is coming to Michigan.

Continue until each volunteer has described a picture. Then point to Picture 1 and ask, "Why do you think they came to Michigan?" Have Wink aid the responses using language from Lesson 143. Point to Picture 2 and ask what happened. Have Wink aid responses using language from Lesson 144.

T: Why do you think they came to Michigan?
W&C: Maybe they came to get a job.
T: /pointing to Picture 2/ What happened here?
W&C: The family got tired.

Continue using Pictures 3 and 7 substituting Juan went to school, and They moved to Ohio for They came to Michigan in the question.

2. CHANGING PUDDING

Have on a desk the instant pudding mix. Place around the room the milk, a bowl, a spoon, and cups. Select a pupil to be cook, and help him say that he needs milk. Have Wink and the class tell a pupil to take it to him. Continue with dishes, having Wink help the class use Find the dishes for him. After a pupil finds them, have the class say, "Now give them to him."

T&P1: I need some milk.
W&C: (A1), take him the milk.
T&P1: I need some dishes.
W&C: Find the dishes for him. /after pupil finds dishes/ Now, give them to him.

Then help the cook show the class the pudding, put the milk in, stir it up, and pour it into cups. Discuss the change with Wink and the class, expanding pupil replies.

T: We saw a change. What do you think caused it?
P1: The (milk).
W&C: He (put the milk in).
T: What do we have now?
P2: Something to eat.
W&C: Now we have something to eat.

Continue discussing the pudding. Include It gets hard. We can eat it for lunch. Point out that the milk cannot be made the same again. Save the pudding to give out later.

3. IT'S MEASURING TIME AGAIN

Put fifteen paper strips from Lesson 142 and 143 in a box. Help the class tell four pupils to each take out a paper. Have them tape up the strips and measure them. Help the class tell each pupil to say how long it is.

T&C: /to each of 4 pupils/ Take out a paper, (Sue). /to each, after measuring/ (Sue), tell us how long it is.
P1: It's (5) inches long.

Then have a pupil tape two of the strips together, making sure that the new length is 12 inches or less. Have him measure the new length as the class repeats Tell us how long it is. Continue with other pupils and the other paper strips.

SUGGESTED FIELD TRIP

Take the class to a canning or packaging factory. Try to see trucks or trains being unloaded, and point out the various raw materials. Watch the various steps as the foods go through changes, discussing what is happening. After returning to the classroom, have the class list, using words or pictures, the various raw materials they saw and then the final products. Then help them make another list of the results of the final products, the cans or packages. Include such results as money for the factory, canned or packaged foods for stores, items for store-keepers to sell, items for people to buy, and food to eat.

MICHIGAN MIGRANT PROGRAM

INTERDISCIPLINARY ORAL LANGUAGE SPANISH SUPPORT ACTIVITIES

BASIC CONCEPTUAL FOCUS: designed to be introduced in Spanish:
- Identifying what has changed; changes/time, or continuous change
- Identifying change in the seasons, growth, needs
- Constructing an addition facts table
- Computing sums and differences of 13 and 14
- Identifying the duration of changes (long and short term cyclical), weather, seasons

MATERIALS:
- Activity 1: Use the accompanying picture of a boy at different ages, 13 sticks and chalk.
- Activity 2: Use the four accompanying season pictures, 14 balls or marbles, 2 boxes open on top and one side, chalk, and tape
- Activity 3: Use the season pictures, the accompanying circle cutouts and chalk.
- Activity 4: Use chalk.

1. CAMBIOS (to accompany lesson 146) CHANGES

Muestre la lámina. Diga que ese niño se llama Juan y que a Ud. le gustaría que le contaran algo sobre él. Guíe la clase a observar que el niño en todos los cuadros es distinto. Pregunte por qué. Guíe la clase a concluir que el niño ha cambiado por que ha crecido y que seguirá cambiando conforme crezca. Llame tres niños al frente. Dele a uno trece palillos. Pídale a otro tomar uno de ellos, y al tercer niño anotar en la pizarra cuantos tiene cada uno y sumarlos, 12+1=13. Repita pasando palillos de un lado a otro hasta obtener 0+13=13.

Show the picture. Say that the boy's name is Juan and that you would like to know something about him. Guide the class to observe that the boy is different in each picture. Ask why. Guide them to conclude that the boy has changed because he has gotten older and that he will continue to change as he grows old. Call three pupils to the front. Give one of them thirteen sticks. Have the second take one of the sticks and the third write on the board how many each pupil has. Have him add them, 12+1=13. Continue moving sticks until reaching 0+13=13.

2. LAS ESTACIONES (to accompany lesson 147) THE SEASONS

Muestre la lámina 1. Invite a un niño a que describa lo que ve en ella. Repita con el resto de las láminas y otros niños. Péguelas en la pizarra. Invite a la clase a identificar las estaciones. Escriba sus nombres en la

Show Picture 1. Have a pupil describe what he sees in it. Repeat with the rest of the pictures and other pupils. Tape the pictures on the board. Have the class name them by seasons. Write those names on the board. Ask if sea-

pizarra. Pregunte si las estaciones cambian y qué cambios se manifiestan en ellas. Dirija la atención de los niños hacia el manzano. Pídales observarlo bien y decirle los cambios que notan. Guíe los niños a concluir que los cambios de las estaciones afectan el crecimiento de las plantas. Coloque sobre una mesa dos cajas y catorce bolas. Ponga en una de ellas trece bolas y en otra una. Cuéntelas y escriba 13+1=14. Invite un niño a pasar otra bola, escribir la ecuación y resolverla. Repita hasta obtener 0+14=14.

sons change and what changes take place during them. Direct the pupils' attention to the apple tree. Have them observe the tree carefully and tell you the changes they note. Guide the pupils to conclude that seasonal changes affect the growth of the plants. Put two boxes on a table. Put thirteen balls in one and one ball in the other. Count them and write 13+1=14. Invite a pupil to add another ball to the second box. Have him write the equation and solve it. Repeat until reaching 0+14=14.

3. NECESIDADES (to accompany lesson 148) NEEDS

Muestre las láminas e identifíquelas. Mediante preguntas guíe los niños a observar cuantas estaciones hay en un año, cada cuánto cambian y en que orden lo hacen. Invite a un niño a colocar las láminas en la pizarra. Converse con la clase sobre los cambios que hay durante las estaciones y como ellos afectan las necesidades de la gente. Muestre los recortes. Invite a un niño a seleccionar los correspondientes a cada estación y pegarlos en la pizarra. Use estos mismos recortes. Forme un conjunto de 5 elementos y otro de 8. Escriba 5+8=□. Invite a un niño a resolver la ecuación. Repita con otras sumas de 13 y 14.

Show the pictures and identify them. Guide the pupils through questions to observe how many seasons there are in a year, how often they change and in what order they come. Have a pupil tape the pictures on the board. Discuss with the class changes which take place during the seasons and how they affect the needs of the people. Show the cutouts. Invite a pupil to select the appropriate ones for each season and tape them on the board. Using these same cutouts, make a set of 5 items and another of 8. Write 5+8=□. Invite a pupil to solve the equation. Repeat with other sums of 13 and 14.

4. CAMBIOS CORTOS Y LARGOS (to accompany lesson 149) LONG AND SHORT CHANGES

Guíe los niños a observar la diferencia entre cambios de corta y larga duración. Dé varios ejemplos de ellos como la noche, las sombras, las estaciones, el año, etc. Invite a los niños a nombrar algunos otros cambios. Haga una marca en la pizarra por cada uno de ellos, y coméntelos con la clase. Cuente cuatro marcas y enciérrelas en un círculo. Repita con nueve. Escriba en la pizarra 4+9=□. Invite a un niño a resolver la ecuación. Dibuje un conjunto de catorce elementos, tache seis de ellos y escriba 14-6=□. Invite un niño a resolver la ecuación. Repita con otros ejemplos de sumas y restas de 13 y 14 elementos.

Guide the pupils to observe the differences between changes of long and short duration. Give several examples like night, shade, seasons, the year, etc. Have the pupils name some other changes. Make a chalk mark on the board for each change and discuss them with the class. Count four marks and enclose them in a circle. Repeat with nine. Write 4+9=□ on the board. Invite a pupil to solve the equation. Draw a set of 14 items. Cross off six of them and write 14-6=□. Invite a pupil to solve the equation. Continue adding and subtracting with 13 and 14 items.

MICHIGAN MIGRANT PROGRAM	INTERDISCIPLINARY ORAL LANGUAGE LESSON 146

Review	LINGUISTIC FOCUS	Introduce
There (is/are) (_____).		What has (Blink) (done) (to the seed)? (He) has (helped) (the seed to grow).
box, water red, blue done, help		seed, soil, planter, sunlight, stem, root grow, start, put (past participle)

LINGUISTIC COMMENTARY

Typical language problems are: non-standard word order in questions, as in What has done Blink for What has Blink done; confusion of regular with irregular past participles and past with past participles, as "putted" for put, did for done; substitution of "seet" for seed, "estem" for stem, "dawn" for done, and "poot" for put.

Review	CONCEPTUAL FOCUS	Introduce
Identifying a physical change Identifying multiple causes for change		Identifying change through growth Identifying what has changed and how it has changed Demonstrating and identifying a process causing change Computing sums of thirteen

CONCEPTUAL COMMENTARY

A typical conceptual problem is: understanding what happens to seeds as they germinate although the initial changes take place within the soil and cannot be seen.

MATERIALS

Activity 1: Use a planter, several bean seeds, a water cup with water, a table, the three accompanying pictures of Blink having performed actions, Blink and Wink.

Activity 2: Use the two accompanying bean pictures, the three pictures from Activity 1, and Wink.

Activity 3: Prepare on the board, a series of equations as in the accompanying chart; use a table, a red box, a blue box, 13 seeds, and chalk.

1. WHAT TO DO WITH A SEED

Put the planter, seeds, and water cup on a table in front of the class. Explain that you are going to plant a seed. Have Blink help the boys ask questions about what you have done and have Wink help the girls to answer.

B&Bs: /after T has put seed in soil/ What has Mrs. (____) done to the seed?
W&Gs: She has put the seed in the soil.

Continue, with put the planter in the sunlight and put water in the planter. Next, give three volunteers the three planting pictures. Point to each volunteer and guide pupils to ask and answer the above questions about Blink.

2. HELPING IT GROW

Display the first seed picture. Identify it as a bean seed like the type planted in Activity 1. Tell the class that if they could see inside the planter in a few days, they would see that the seed had changed. Show the second picture and identify the stem and root. Question the class about the seed. Have Wink aid the responses.

T: /showing second seed picture and after identifying new parts/ What has happened to this seed?
W&C: The seed has started to grow.
T: What has started to grow from it?
W&C: /as T points to each part in turn/ A (stem) has started to grow.

After repeating the last question to identify the root, show the pictures from Activity 1. Ask what Blink has done in each. Show Picture 2 of Activity 2, asking Wink and the class what Blink has helped the seed to do.

T: /showing each Act. 1 pic./ What has Blink done to the (seed)?
C: He has put (the seed in the soil).
T: /showing Pic. 2 of this Act./ What has he helped the seed do?
W&C: He has helped the seed to grow.

Repeat the activity, guiding groups to ask and answer the questions.

3. SEED TRANSFER

In preparation, copy the accompanying chart on the board. Place a table in front of the chalkboard. Put the seed boxes side by side on the table. Count out thirteen seeds with the class and place them in the red box. Have the class identify how many seeds are in each box and fill in the first equation on the chalkboard. Guide the class to state the equation.

T: /after T puts 13 seeds in red box/ How many seeds are in the (red) box?
C: There are (thirteen) seeds in the red box.

Next, have a volunteer transfer the seeds, one at a time, to the blue box. Each time, ask the class how many seeds he has put in the blue box. Guide a volunteer to write that number in the appropriate equation. Then ask how many are in the red box. Guide the volunteer to complete the equation and the class to state it.

T: /after V1 transfers each seed/ How many seeds has she put in the blue box?
C: She has put (one) seed in the blue box.
T: /after V2 fills in approp. box/ How many seeds are in the red box now?
C: There are (twelve) seeds in the red box now.
/after V2 completes equation/ (Twelve) plus (one) is (thirteen).

Continue until the red box is empty. Then repeat, transfering the seeds back to the red box. Have new volunteers transfer seeds and write on the board.

TAKE-OFF IDEAS

*Have each pupil decorate a styrofoam cup and plant a flower seed in it. As it begins to grow the pupils could give their plant to mother for Mother's Day, transplant it to the school grounds, etc.

MICHIGAN MIGRANT PROGRAM	INTERDISCIPLINARY ORAL LANGUAGE LESSON 147

Review	LINGUISTIC FOCUS	Introduce
How many (_____)? There (is/are) (_____). seed, stem, root, leaves, spring, fall, winter, summer		What new parts have grown from the seed? (A root and a stem) have grown from the seed. Have you (planted) (seeds)? Yes, I (have) (planted) (seeds). bean, pod, part; grown, plant, harvest

LINGUISTIC COMMENTARY

Typical language problems are: confusion of regular and irregular past participles; confusion of have and has; loss of -ed ending in questions, as in Have you plant seeds; substitution of "pot" for pod, "haf" for have.

Review	CONCEPTUAL FOCUS	Introduce
Identifying change through growth		Identifying change over time Identifying change in seasons and growth Computing sums of fourteen

CONCEPTUAL COMMENTARY

A typical conceptual problem is: understanding that growth in plants may occur during different seasons dependent on the type of plant and their location.

MATERIALS

Activity 1: Use the two bean pictures from Lesson 146, Activity 2, the two accompanying plant pictures, chalk, tape and Blink.

Activity 2: Use the accompanying two pictures of a bean field, three pictures of winter wheat, the picture of winter plants growing, and Wink.

Activity 3: Use the pictures from Activities 1 and 2, except the first bean picture from Lesson 146, the accompanying series of equations model, fourteen seeds, the red box and blue box used in Lesson 146, and chalk.

1. I AM CURIOUS

Display the first bean picture. Explain that Wink is curious about what happens to a seed after it starts to grow. Point to the second picture and have Blink guide the class to identify the new parts.

T: /pointing to first bean picture/ What new parts have grown from the seed?
B: /whispering to class/ A root and stem.
C: A root and stem have grown from the seed.

Remind the class that it took several days for the seed to grow. Write 1 to 7 on the chalkboard. Explain that each number represents one day and seven days equal one week. Tape the first picture near 1 and the second near 7. Next, write 8 through 21. Place the third picture near 14. Repeat the dialog, substituting Leaves for Root and stem. Explain that the two food parts on the stem are the seed which has separated into two parts. Place the last picture near 21. Repeat the dialog using Bean pods and leaves. Repeat the activity, with girls, then boys, asking each other the question.

2. SEASONAL FARMING

Divide the class in two groups. Have Group 1 pretend to know nothing about farming and Group 2 to know everything about farming. Explain that Wink will question each group about planting, growing, then harvesting, then guess which group is farmers. Have her begin questioning each group. Cue the first responses.

W: /to Group 1/ Have you planted seeds?
T: No, I haven't.
G1: No, I haven't planted seeds.

Continue, questioning Group 2 who answers affirmatively. Repeat, using the pictures of the bean field before and during harvest, substituting grown beans then harvested beans for planted seeds. Have Wink identify the "farmer group". Show the pictures of winter wheat being planted, resting during winter, and growing in spring. Also show the plants that grow in winter. Explain what is happening in each picture. Repeat the questioning, having individuals respond. Add in spring to each question, then repeat the sequence three more times to include the other seasons.

3. FARMING AND TRANSFERRING

In preparation copy the accompanying chart on the board. Distribute the pictures from Activities 1 and 2. Have each pupil show his picture, one at a time. Guide other pupils to ask picture pupils questions.

T&P2: /after P1 shows picture and with teacher's help/ Have you (planted) (seeds)?
P1: (Yes), I (have) (planted) (seeds).

Continue with other pupils. Then place the two boxes on the table as in Lesson 146. Count with the class fourteen seeds and put them in the red box. Have a volunteer transfer seeds, one at a time, to the blue box. Have the class pantomime the same actions. Each time, ask the class how many seeds they have put in the blue box and how many are left in the red box. Guide a second volunteer to complete each equation and the class to state it.

T: /after V transfers each seed/ How many seeds have you put in the blue box?
C: We have put (one) seed in the blue box.
T: /after V2 fills in approp. box/ How many seeds are in the red box now?
C: There are thirteen seeds in the red box now.
/after V2 completes equation/ (Thirteen) plus (one) is (fourteen).

Continue until the red box is empty. Then repeat, transferring the seeds back to the red box. Select new volunteers.

TAKE-OFF IDEAS
*Keep a chart of the growth of the seeds from Lesson 146, noting changes.

MICHIGAN MIGRANT PROGRAM	INTERDISCIPLINARY ORAL LANGUAGE LESSON 148

Review	LINGUISTIC FOCUS	Introduce
What (_____)? Who (_____)? (_____) (have/has) (_____-ed) (_____). done numeral, turn		connect, written, complete, had dot, equation

LINGUISTIC COMMENTARY

Typical language problems are: use of non-standard word order in questions, as What she has done? for What has she done?; confusion or loss of have and has; substitution of "hat" for had.

Review	CONCEPTUAL FOCUS	Introduce
Computing sums of thirteen and fourteen Identifying change in seasons and growth Identifying change in seasons and needs (cyclical change)		Identifying a plant as being composed of different parts such as roots, stems, etc. Identifying multiple effects of change in seasons (growth and needs)

CONCEPTUAL COMMENTARY

A typical conceptual problem is: understanding that seasonal changes may have multiple effects which may not be related.

MATERIALS

Activity 1: Use the accompanying dot picture of Blink, a crayon to connect the dots, tape, chalk, Wink, and Blink.

Activity 2: Use a picture of a plant from Lesson 147, Activity 1, the dot picture of Blink from Activity 1, the accompanying plant part picture, Wink, and Blink.

Activity 3: Use the winter wheat pictures from Lesson 147, the sets of fall, winter, and spring clothes, tape, and chalk.

1. FROM BLINK WITH DOTS

Have the class in front of the chalkboard. Tape the Blink picture to the chalkboard. Explain that if the dots are connected the picture will be complete. Guide Wink to connect dots 1 and 2. Ask the class what she did. Have Blink cue with Connected the dots. Then have Wink write one of the numerals just connected, on the board and use it in an equation totaling thirteen or fourteen.

T: /to C after W connects 1 and 2/
What has she done?
B: Connected the dots.
C: She has connected the dots.
Wink writes numerals on board and completes equation.

Continue, asking What has she done? Have Blink cue responses with Written the numerals and Completed the equation Next, guide pupils to connect the next two dots, and complete equations while Blink helps the class answer the question after each action. Finally, ask who the picture is of.

2. HAVING TURNS

Refer to the Blink picture. Ask who has had, then who hasn't had a turn to connect the dots. Have Wink cue the first response with appropriate pupils, and Blink cue the second response.

T: /pointing to picture of Blink/
Who has had a turn to connect the dots?
W: /pointing to appropriate pupils/
You have.
Ps: I have had a turn.
T: Who hasn't had a turn?
B: You haven't.
Ps: /pointing to appropriate pupils/
I haven't had a turn.

Display the pictures of plant parts. Ask for their names.

T: /pointing to picture/
What (are) (these)?
C: (Those) (are) (roots).

Continue with other parts. After several responses, ask who has had and who hasn't had a turn, pointing out that everyone has. Finally, display the plant picture. Point out that all the parts together are called a plant.

3. SEASONAL DOTS

Tape the winter wheat pictures to the board. Remind the class which season is represented in each picture. Point out that while the seeds were growing, the seasons changed. Place the clothing pictures in random order under the wheat pictures. Draw a dot under each wheat picture and over each clothing picture. Guide a volunteer to connect a clothing picture dot with an appropriate wheat (seasons) picture dot. Guide the girls to ask the boys what the volunteer has done, then who has had and who hasn't had a turn.

T: /guiding V to connect appropriate dots/
Which clothes go with this season?
V: These do.
Gs: /to Bs with T's help after V connects appropriate dots/
What has (he) done?
Bs: (He) has connected the dots.
T: Ask who has had a turn.
Gs: Who has had a turn?
/with T's help/
V: I have had a turn.
T: Ask who hasn't had a turn.
Gs: Who hasn't had a turn?
Bs: I haven't had a turn.

Continue having different boys connect the dots. Then, rearrange the clothes pictures and guide different girls to connect the dots. Have the boys ask the above questions after each set of pictures is matched.

TAKE-OFF IDEAS

*Display the bean plant picture. Ask the class what they think is inside the pods. If possible, have a bean pod on hand, open it and have the children compare the contents with other seeds. Ask what could be done with the beans. If someone mentions planting, ask when they would plant and how long it would take to grow a new bean plant. Finally ask for suggestions as to what they would do with the new beans.

MICHIGAN MIGRANT PROGRAM	INTERDISCIPLINARY ORAL LANGUAGE LESSON 149

Review	LINGUISTIC FOCUS	Introduce
What (have/has) (_____)? The (_____) (have/has) (_____). How many (_____)? leaves, farmer, bean, apple, tree, seed, kind grow/grown, start, harvest, happen, plant, pick each; first; long		wheat, plant, nothing, time, crop taken, become ripe once

LINGUISTIC COMMENTARY

Typical language problems are: addition of s, as in beans plants and apples trees; confusion or loss of have and has; substitution of "no thing", "nosing", or "noting" for nothing; "peek" for pick, "plan" for plant, and "ones" for once; loss of ed endings.

Review	CONCEPTUAL FOCUS	Introduce
Identifying change in seasons and growth Identifying change over time Computing sums and differences of fourteen		Identifying the duration of change Identifying relative short term and long term change Identifying staggered growth cycles Identifying crops as a class label

CONCEPTUAL COMMENTARY

A typical conceptual problem is: understanding that crop cycles may vary from crop to crop and that the planting, growing, harvesting sequence may vary with each crop.

MATERIALS

Activity 1: Use the spring, summer, fall apple tree pictures from Spanish Activity 2 supporting Lesson 147, 2 winter wheat pictures and 2 bean field pictures both from Lesson 147, the accompanying empty field pictures, tape and Blink.
Activity 2: Use the pictures from Activity 1, and Blink.
Activity 3: Use the bean pod picture from Lesson 148, 14 bean seeds, and chalk.

1. PLANT-GROW-HARVEST

Tape the pictures to the board in the following sequence:

	spring	sum.	fall
(apple tree)	#1	#2	#3
(wheat)	#1	#2	#3
(beans)	#1	#2	#3

Point to each #1, in turn, and ask What has happened to the (apple tree/ wheat/bean plants). Have Blink cue with the first three words of Leaves have started to grow, The farmer has harvested the wheat, Bean plants have started to grow.

T: /pointing to #1 (apple tree) pic./ What has happened to the (apple tree)?
B: (Leaves) (have started).
C: (Leaves) (have started to grow).

After completing the #1 pictures, continue with the #2 pictures, eliciting Apples have started to grow, Nothing has happened, The farmer has harvested the beans. Repeat with #3 pictures, eliciting The farmer has picked the apples, The farmer has planted the wheat, and Nothing has happened; the (tree) is the same. Repeat the activity, guiding girls then boys to ask each other the questions.

2. HARVESTING CROPS

Tape up the pictures as in Activity 1. Explain that the apples, wheat, and beans all grew this year. Point to the apple and bean pictures and ask Which have become ripe first.

T: /pointing to apples then beans/ (Which) (have become) (ripe first), (the apples or the beans)?
B: (The) (beans) (have).
C: The (beans) (have become) (ripe first).

Continue the questions, asking Which has taken longer to grow? and How many times has the farmer harvested each this year? Have Blink cue with The apples have, and Once this year. Next, point to the harvest pictures. Explain that foods growing in soil are often called crops. Ask how many the farmer has harvested. Guide the class to count and tell the answer.

T: /pointing to harvest pictures/ How many different kinds of crops has the farmer harvested this year.
C: /with T's help/ One,...three. The farmer has harvested three kinds of crops this year.

Repeat the activity, cuing the girls then the boys to ask the questions.

3. FROM BEAN POD TO PLANT

Show the bean pod picture. Explain that eventually it will open up and the seeds will fall out. Some of them may start to grow. Place the fourteen bean seeds on the table. Count them with the class and have a volunteer write 14= on the board. Take away some seeds, and have the class pretend that they have started to grow. Question the class about them. Identify the remaining seeds as not having grown. Have the volunteer complete the equation.

C: /with T counting seeds/ One, two, three,...fourteen. /counting growing seeds after V writes 14= on board/ One, two,...(four).
T: How many seeds have started to grow?
C: (Four) seeds have started to grow.
T: /after V writes (4) near 14/ How many seeds have not grown?
C: One,...(ten). (Ten) seeds have not grown.

V completes equation 14=(4)+(10).

Read the equation with the class. Continue with different combinations of seeds, guiding pupils to ask and answer questions and complete equations.

TAKE-OFF IDEAS

*Show the pictures of bean seeds growing. Have pupils pretend to count seeds you give them from the pods, then tell how the seeds may grow to plants. Have the class identify the new parts of the plants they describe. Have them draw and label pictures of the plants.

MICHIGAN MIGRANT PROGRAM	INTERDISCIPLINARY ORAL LANGUAGE LESSON 150

REVIEW-EVALUATION

This lesson aims at determining how well pupils incorporate the structures of Unit 15 into modified language situations. You should attempt to elicit individual responses from all pupils and keep accurate records on the following RECORD SHEET. This should help you focus on specific problems.

The concepts listed in INCLUDED CONCEPTS are not necessarily the most important ones in Unit 15. They were selected because of their suitability in reviewing the language structures.

The DIALOGS in Lesson 150 do not represent the only structures that pupils might use; they are only sample responses. A stimulus is given and the pupil will select his answer from among those structures he knows.

LINGUISTIC PROGRESS CHECK

Asking and answering questions using the past participle form of verbs, such as has grown and have written
Using indirect objects in directives

INCLUDED CONCEPTS

Identifying change through growth
Identifying parts of plants
Computing sums and differences of 12, 13, and 14
Identifying and explaining physical changes

MATERIALS

Activity 1: Use the accompanying pictures of a bean, corn, rose, and carrot plant, each cut into 3 sections, the chalkboard-arrangement model and tape.
Activity 2: Use the accompanying dot picture of Texas, and chalk.
Activity 3: Use the picture of Blink and the balloon from Lesson 143, the bean seed growing from Lesson 146, and the bean plants from Lesson 147, tape, pencil, and paper.

1. PLANT HYBRIDS: PUPIL MADE

Tape up the accompanying pictures as in the accompanying model. Explain that they are four different kinds of plants and that the seeds they grew from are also pictured. First, point to the bean plant. Then have individuals ask others to identify the parts of the plant.

T: /pointing to bean plant/
Ask (A1) what has grown from this seed.
P1: (A1), what has grown from that?
P2: A (stem) has grown from it.

Continue until all the parts of each plant are identified. Next, explain and demonstrate that the pictures of each plant can be moved. Explain how pupils may rearrange parts to make new plants as long as the parts pictures remain in the same horizontal row. After each pupil exchanges parts, tell him to have a classmate tell a friend what he has done.

T: /to P1 after "parts" rearranged/
Ask (Ed) to tell (Bob) what you have done.
P1: (Ed), tell (Bob) what I've done.
P2: (He)'s changed the leaves.

Continue having pupils change parts. Encourage them to use has put on another (stem) and has moved the (roots). Then, have them make up names for the new plants.

2. DOTS AND EQUATIONS

Chalk up the accompanying dot picture. Elsewhere on the board, have a pupil write the numerals 1 - 14, one under the other. Have another use the first numeral and complete an equation to equal 14. After each action have a pupil ask another what has taken place.

T: /after P chalks up 1 - 14/
(Sue), ask (A1) what he's done.
P1: (A1), what has (Ed) done?
P2: (He)'s written the numerals.
T: /after equation 1+13 is up/
(May), ask (Jo) what (he)'s done.
P3: (Jo), what has (Jose) done?
P4: (He)'s completed an equation.

Next, have a pupil connect dots 1 and 2, and then write an equation to equal 14, using 2. Repeat the questioning, encouraging them to use He's connected the dots, cuing if needed. Then continue until all the dots are connected and all the equations are complete. Next, tell a pupil, "Tell (Juan) to find out who has had a turn." After he finds out, erase the equations and help the remaining pupils make equations which equal 12, 13 or 14.

3. ANSWER TIME: CHANGES

Display the pictures from previous lessons. Ask, "What kinds of things can change?" As a pupil responds, have him tape up an appropriate picture or briefly sketch one for him. Then help the class ask him how.

T: What kinds of things can change?
P1: /taping up balloon picture/
A balloon can change.
T&C: How can a balloon change?
P1: It can (break).

Continue until many pictures are up. Ask volunteers to group the pictures, encouraging groupings such as reversible/non-reversible, long or short term, or any they may see. Then ask the pupils to name the groupings.

TAKE-OFF PROGRESS CHECK

*Show the pictures from Lesson 143, Activity 3. Ask pupils what has happened in each picture. Ask how they think the individual people in each picture felt about what they had done and why the pupils think the people felt that way. Next, ask if they or someone they know has had similar experiences. Ask them to describe what had happened to themselves or the other people. Ask how they felt and why they felt that way.

*Have pupils draw sequences of pictures showing changes taking place, such as plants growing. Suggest to pupils types of things which may change such as a seed. Then ask pupils to expla their predictions and what has happened to cause the changes. Use language from Lessons 141-149.

RECORD SHEET - LESSON 150

Following is a list of the main structures checked in Lesson 150. As each pupil responds to an item, place a mark indicating whether he uses a Standard or Non-Standard form. Compute the percentage of times the Standard form was used by dividing the number of Standard form uses by the total number of times the structure was used, and multiplying by 100. This is the percent of successfully manipulated structures. For example:

Structure	Standard	Non-Standard	Total	Percentage
What has (he) done?	~~HHH HHH~~	~~HHH~~	15	10/15x100=67%

For this structure there were fifteen responses, 67% of these were in Standard form.

STRUCTURE	STANDARD	NON-STANDARD	TOTAL	PERCENTAGE STANDARD
1. What has grown from that?				
A (stem) has grown from it.				
Tell (him) what I've done.				
(He)'s (changed) the (leaves).				
(He)'s put on (a stem).				
2. What has (Ed) done?				
(He)'s (written) (the numerals).				
Find out who has had a turn.				
3. A (balloon) (can change).				

UNIT 16

MICHIGAN MIGRANT PROGRAM	INTERDISCIPLINARY ORAL LANGUAGE UNIT 16 - OVERVIEW

The first grade child discovers that he cannot always accurately predict changes. He finds that there are some things that always happen, but there are other things that may or may not occur. In order to participate in activities that involve making statements about predictable and non-predictable events, the Spanish-speaking child needs to understand and use questions and statements in English.

LINGUISTIC FOCUS

Unit Sixteen contains language patterns drawn from all units in the Primary One program and serves as a general review of the basic problems of word order and form presented in Parts One through Four.

CONCEPTUAL FOCUS

Unit Sixteen contains activities which are basically designed to help the first grade child with the following:

COUNTING BY TENS, TWOS AND FIVES

ENUMERATING AND PREDICTING EVENTS

GIVING REASONS FOR PREDICTIONS

MAKING AND EXPLAINING INFERENCES

IDENTIFYING SKIP COUNTING BY SEVENS ON A CALENDAR

STATING PREDICTABLE EVENTS IN THE ENVIRONMENT, AT HOME AND AT SCHOOL

MAKING SHORT TERM AND LONG TERM PREDICTIONS ABOUT EVENTS AND CHANGES

GROUPING CHANGES THAT OCCUR AT HOME OR AT SCHOOL, AND THAT ARE LONG TERM OR SHORT TERM

DESCRIBING SIMILAR SITUATIONS AND FEELINGS

DESCRIBING FEELINGS ABOUT THE SCHOOL YEAR ENDING

DESCRIBING FEELINGS ABOUT WHAT NEXT YEAR MIGHT BE LIKE

DESCRIBING CHANGES FROM DIFFERENT VIEWPOINTS

MICHIGAN MIGRANT PROGRAM	INTERDISCIPLINARY ORAL LANGUAGE SPANISH SUPPORT ACTIVITIES

BASIC CONCEPTUAL FOCUS: designed to be introduced in Spanish:
- Predicting and stating changes and events
- Counting by tens up to 12 tens
- Describing day and night in terms of the earth's rotation
- Practicing counting by twos, and tens

MATERIALS:
- Activity 1: Use a globe, flashlight, and colored chalk.
- Activity 2: Use a globe, flashlight, a piece of clay, and chalk.
- Activity 3: Use colored chalk.
- Activity 4: Use colored chalk.

1. EL DIA Y LA NOCHE (to accompany lesson 151) DAY AND NIGHT

Muestre la esfera e identifíquela. Explique que la Tierra gira en el espacio todo el tiempo y que nosotros giramos con ella también. Diga que el Sol alumbra todo el día y la noche, pero que solo podemos ver su luz durante el día. Encienda el foco y alumbre la esfera. Hágala girar. Guíe los niños a observar como cuando una parte de la esfera recibe la luz del foco la otra está a oscuras. Compárelos con la Tierra y el Sol. Dibuje en la pizarra una hilera de diez bolitas. Invite a un niño a contarlas y a escribir el numeral correspondiente. Dibuje otra hilera más y diga "Diez y diez más son veinte." Escriba el numeral 20. Repita agregando decenas hasta obtener 120.

Show the globe and identify it. Explain that the earth turns in space all the time and that we ride and turn on it. Say that the sun shines day and night, but that we can only see its light during the day. Turn the flashlight on it and rotate the globe. Guide the pupils to observe that when one part of the globe receives the light from the flashlight, the other part is in darkness. Compare the globe and flashlight with the earth and sun. Draw a horizontal row of ten balls on the board. Ask a pupil to count them and to write the corresponding numeral. Draw another row and say "Ten and ten more is twenty." Write the numeral 20. Repeat adding tens up to 120.

2. EL TIEMPO ES VARIABLE (to accompany lesson 152) WEATHER IS CHANGEABLE

Coloque en la esfera un pedacito de plasticina en el centro de los Estados Unidos. Encienda el foco y alumbre la esfera. Diga que es de día. Haga ver que es de día solo para la parte que alumbra el foco. Pregunte qué es en la otra parte. Guíe los niños a observar

Put a piece of clay on the globe in the center of the United States. Turn the flashlight on it and say it is day. Guide the pupils to observe that it is daytime only where the light is shining. Ask what it is in the other part. Guide the pupils to observe that the

que es el movimiento de la Tierra el que determina el día y la noche. Comente con los niños el tiempo que tuvieron ayer. Pregunte cómo es el de hoy y si con base en ésto pueden predecir el de mañana. Haga diez sombrillas en la pizarra y enciérrelas en un círculo. Dibuje otros conjuntos de diez. Cuente con los niños los elementos del primer conjunto. Repita con los otros diciendo, "diez y diez más, son veninte; veinte y diez más, son treinta" etc.

movement of the earth causes day and night. Discuss yesterday's weather with the pupils. Ask what kind of weather it is today and if they can predict tomorrow's weather using today as a basis. Draw ten umbrellas on the board and enclose them in a circle. Draw other sets of ten. Count the marks in the first set with the pupils. Repeat with the other set saying, "Ten and ten more is twenty; twenty and ten more is thirty," etc.

3. CAMBIOS PREDECIBLES (to accompany lesson 153) PREDICTABLE CHANGES

Pregunte a la clase si acertaron en las predicciones que hicieron sobre el tiempo el día anterior. Coméntelas con los niños. Invítelos a predecir algunas actividades que Ud. piensa hacer ese día en clase. Pídales nombrar algunas de ellas y decirle con base en qué hicieron sus predicciones. Guíelos a nombrar algunos otros cambios de la escuela que sean a corto plazo. Dibuje diez conjuntos de dos elementos iguales cada uno. Diga que dos elementos iguales hacen un par. Identifique algunos de ellos. Cuente los elementos de uno en uno dando énfasis con la voz en los números pares. Cuente los elementos de dos en dos. Invite a varios niños a contar de dos en dos.

Ask the class if they were right in the predictions they made regarding the weather of the day before. Discuss the predictions with the pupils. Have them predict some activities which you are thinking about having that day in class. Ask them to name some of them and to give a basis for their predictions. Guide them in naming some other short term changes in school. Draw ten sets of two like-items. Say that these items are a pair and identify some of the items. Count the items one by one. Emphasize the even numbers with your voice. Count the items by twos. Ask several pupils to count by twos.

4. CAMBIOS A LARGO PLAZO (to accompany lesson 154) LONG TERM CHANGES

Converse con los niños sobre algunos cambios a largo plazo como el crecimiento del pelo después de que se ha cortado, la caída de los dientes de leche etc. Interrogue los niños sobre los cambios en la escuela que estudiaron ayer. Pídales pensar en algunos otros que puedan afectar la casa. Invite a algunos niños a nombrarlos. Guíe la clase a observar como hay cambios predecibles y no predecibles y como unos suceden más a menudo que otros. Dibuje diez conjuntos de dos elementos cada uno. Cuente los elementos de uno en uno y luego de dos en dos. Invite a algunos niños a contar los elementos de dos en dos.

Discuss with the pupils long term changes, such as the growing of hair after it has been cut, the losing of baby teeth, etc. Question the pupils about the changes in school which they studied yesterday. Ask them to think about some other changes which can affect the home. Ask some pupils to name them. Guide the class in observing how there are predictable and unpredictable changes and how some occur more often than others. Draw ten sets of two items each. Count the items one by one and then by twos. Have some pupils count the items by twos.

MICHIGAN MIGRANT PROGRAM	INTERDISCIPLINARY ORAL LANGUAGE LESSON 151

LINGUISTIC REVIEW FOCUS

Using expressions of frequency, such as every night, every day, every week, never, sometimes, often, always
Using it as pseudo-subject, as in It is sometimes cloudy
Using singular and plural subject pronouns, such as he, she, you, we, they
Using singular and plural possessive adjectives, such as his, her, their, our
Using here and there as expressions of place
Using expressions of means with in and on, as ride on a bike, ride in a car

CONCEPTUAL FOCUS

Review	Introduce
Identifying and distinguishing jumping and turning	Stating predictable events
Describing and distinguishing how often an action is performed	Counting by tens up to 120
	Describing predictable events about the sun and earth

CONCEPTUAL COMMENTARY

A typical conceptual problem is: difficulty understanding that we are always riding on the turning earth.

MATERIALS

Activity 1: Use Blink and a globe.
Activity 2: Use the accompanying pictures of a car, bike, truck and bus, a globe and chalk; note: small pieces of clay may be used to mark India and "our part" on the globe.
Activity 3: Use the accompanying picture of an Indian family, a globe, clay for marking globe, and a flashlight.

1. TURNING AND TURNING AND TURNING

Have on hand Blink and a globe. Turn Blink around and around on your hand and ask if he is jumping or turning. After the response, hold up the globe and recall with the class that it represents the earth, the place where we live. Explain that the real earth turns every day. Then question the class about the turning of the earth.

T: /turning Blink on her hand/
Is Blink jumping or turning?
C: He's turning.
T: /after explaining that the earth turns every day/
Does the earth turn every day?
C: Yes. It turns every day.

Continue, asking if the earth turns every (night/week/month/spring/summer/fall/winter/all the time/always). After the responses, explain that the earth is turning right now, and that no matter what we might be doing, it is still turning. Have everyone jump up and sit down and explain that the earth was still turning while they were jumping. Count to 120 by tens with the class and then explain that the earth was turning then too and still is. Repeat the dialog with groups and individuals questioning each other.

2. RIDE THE TURNING EARTH

Display the accompanying vehicle pictures and the globe. Print never, sometimes, and often on the board and read them with the class. Explain that you will ask some questions about those words and the bicycle picture and that the pupils should only answer when you use the word that best describes how much they ride on a bike.

T: /points to bike pic., then often/
Do you often ride on a bike?
G1: /pupils who do ride often/
Yes, I often ride on a bike.
T: /points to bike, then sometimes/
Do you sometimes ride on a bike?
G2: /pupils who sometimes ride bike/
Yes. I sometimes ride on a bike.
T: /to pupils who haven't responded/
Don't you ever ride on a bike?
G3: No. I never ride on a bike.

Continue with the other pictures, using in a car, in a truck, on a bus. Then ask, "What other things do you (sometimes/often) ride?" and accept any appropriate answer. Then, hold up the globe and while turning it around and around, tell the class that we always ride the earth because it is always turning. Print always on the board and ask the class, "Do we always ride on the earth?" After the reply, "Yes. We always ride on the earth", point to groups and individuals, using they, he, she, and you instead of we. Repeat the globe dialog having groups and individuals question each other.

3. THE SUN ALWAYS SHINES ON SOMEONE

Have on hand the accompanying picture, a globe, and a flashlight. While shining the flashlight on the moving globe point out that the sun always shines but on different parts as the earth turns. Point out our area, have the "sun" shine there, and ask about it.

T: /shining "sun" on our area/
Is the sun shining on our part?
C: Yes. It's shining on our part.

Continue, moving the "earth" so the sun shines on India, referring to the accompanying Indian picture and using their, his, and her instead of our, and here and there instead of our part. Also ask, "Is it day or night (here/there)?" After the replies, help volunteers arrive at some conclusions about the sun and earth.

T: Are there some things about the earth and sun that always happen?
V1: Yes. The earth always turns.
V2: The sun always shines.
T: When the sun shines on our part of the earth it is our daytime. Every day we have daytime, but is it always sunny during daytime?
V3: No. It is sometimes (cloudy).

Have volunteers manipulate the "earth" and "sun" and ask and answer questions.

TAKE-OFF IDEAS

* Make up with the class a chart story about "Our Ride on the Earth".

MICHIGAN MIGRANT PROGRAM	INTERDISCIPLINARY ORAL LANGUAGE LESSON 152

LINGUISTIC REVIEW FOCUS

Using expressions of time such as yesterday, today, tomorrow, now
Using y to form noun-adjective contrast
Using frequency expressions such as almost always and more often
Using comparisons with more than, less than
Using will with verbs to express future

Review	CONCEPTUAL FOCUS	Introduce
Stating predictable events Counting by tens		Making short term predictions Predicting changes

CONCEPTUAL COMMENTARY

A typical conceptual problem is: difficulty understanding that a prediction involves the use of available information.

MATERIALS

Activity 1: Use the accompanying picture of the weatherman, and Blink.
Activity 2: Prepare the Wonderful Weather Machine, using the accompanying model; use clay, chalk and Wink.
Activity 3: Use chalk and Wink.

1. THE GREAT PREDICTOR

Using the accompanying picture explain that people sometimes predict things such as the weather or what will happen at school tomorrow, etc. Give several examples showing that sometimes predictors are wrong. Then pretend to be The Great Predictor who is always right. Have Blink guide the class to ask you a question about the earth's turning, using Will at the beginning.

B&C: /to T, the Great Predictor/
Will the earth always turn?
T: Yes. I predict that the earth will always turn.
It did yesterday.
It is turning now.
It will turn tommorrow.

Continue, answering a Will question about the sun always shining. Then let the class be the predictors and answer your questions, with Blink modeling the responses, statement by statement.

2. THE WONDERFUL WEATHER MACHINE

Prop up the "Wonderful Weather Machine" referred to in the materials section. Introduce the idea of change by changing your happy face into a sad face, a clay ball into a string of clay, etc. Explain that the weather changes also, drawing a cloud, sun, raindrops, etc. on the board and asking if the weather changes. Have Wink model the response. Then have a volunteer unroll the machine's answer in the yesterday slot while the class counts by tens until he finishes and shows the weather drawing to the class. Ask the class a series of questions, eliciting negative responses. Then, elicit the affirmative response.

T: /pointing to weather symbols/
Does the weather change?
W&C: Yes. The weather changes.
T: /after V unrolls answer and class counts by tens/
Was it (rainy) yesterday?
C: No. It wasn't (rainy) yesterday.
T: /after several questions that didn't describe yes. weather/
Was it (cloudy) yesterday?
C: Yes. It was (cloudy) yesterday.

Repeat, using today's rolled up weather picture. Then ask the class and individuals about tomorrow's weather and have Wink help the responses.

T: Will it be (rainy) tomorrow?
W&C: I don't know. Weather changes.
T: Can you predict what the weather will be tomorrow?
W&P1: Yes. I predict that it will be (sunny).

Continue until several pupils predict tomorrow's weather.

3. WINDY WINK AND THE WEATHER

On the chalkboard draw four squares, labeled winter, spring, summer, fall. Draw appropriate weather symbols in each, making a lot of "suns" for summer, many "raindrops" for spring, etc. to show which seasons are the rainiest, etc. Then introduce Windy Wink the Weather Wonder. Help the class ask her many questions about the local weather using Will and more, less, as often, most often, almost always and almost never.

T&C: /to Windy Wink/
Will the sun shine more in winter than in summer?
W: The sun will shine more in summer than winter.
T&C: Will it almost always be sunny in the summertime?
W: It will almost always be sunny in the summertime.

Continue until all four seasons and the above-listed words are reviewed. Then have Wink ask the class, groups and individuals the questions. Guide them to use the weather squares on the board to help with the answers. Conclude with the class that weather can change each day and each season but we can make predictions about the weather.

TAKE-OFF IDEAS

*Have each pupil cut out a big blue puddle from heavy paper and paste cut-out ducks, kids, worms, etc. on it. Splatter white paint on for the rain.

MICHIGAN MIGRANT PROGRAM	INTERDISCIPLINARY ORAL LANGUAGE LESSON 153

LINGUISTIC REVIEW FOCUS

Using expressions of desire, necessity, and permission with marked infinitive phrases, such as want to do, have to work, get to play
Using will ('ll) + verb as a signal of future
Using questions beginning with what, how, which, when, and where

Review	CONCEPTUAL FOCUS	Introduce
Identifying and distinguishing positions Describing and distinguishing how often an action is performed		Stating predictable events at school and possible short term changes Skip counting by two's

CONCEPTUAL COMMENTARY

A typical conceptual problem is: difficulty understanding that counting by two's means one counts two objects at a time and says every other numeral.

MATERIALS

Activity 1: Use the accompanying pictures of Blink and his two elephant puppet friends, on their way to school and in school, and Wink.
Activity 2: Use ten chairs, a numeral label for each chair, 1-10, tape and Wink.

1. THE PUPPET PUPILS

Show the accompanying picture of Blink and his two elephant puppet friends on their way to school. Question Wink and the class about each "pupil's" school day.

T: /points to elephant with ball/ What do you think he wants to do?
W&C: He wants to play.
T: What do you think he'll get to do?
W&C: He'll get to play.
T: What do you think he'll have to do?
W&C: He'll have to (work).

Continue, pointing to the other "pupils" and having Wink help volunteers answer the questions, using to paint, to read, and any appropriate answer to the last question. Then have Wink and the class ask you the questions. Next show the second picture and have groups ask individuals what each "pupil" wanted to do, got to do, or had to do.

2. WALK THE LINE

Arrange ten chairs, numbered 1-10 in a line with space between each. Explain that, one by one, volunteers will "Walk the Line". Each will go in and out among the chairs and sit down on chairs 2, 4, 6, 8, and 10. Demonstrate, having the class whisper the odd numbers and then loudly say the even numbers as you sit down. Choose a volunteer and question Wink and the class about what he will do.

T: /referring to volunteer/ How does (he) have to go?
W&C: (He) has to go in and out.
T: Which chairs does (he) have to sit on?
W&C: (He) has to sit on 2, 4, 6, 8, and 10.

Have the volunteer "Walk the Line" as the class counts as described above. Continue the activity, having the question period before each volunteer has his turn. Sometimes have Wink and the class, groups, and individuals ask and answer the questions.

3. BUT SOMETIMES WE DON'T

Explain that there are some things that we almost always get to do at school but that sometimes things change and we don't get to do these things. Give a situation about playing and ask volunteers about it, accepting any appropriate responses.

T: We almost always get to play but sometimes we don't. When don't we get to play?
V1: When we have to work.
V2: When we have to rest.

Continue, giving situations and asking questions using draw and sing. Accept any appropriate responses. Then, have groups ask volunteers the questions. Then explain that there are certain places where we almost always do certain things but that sometimes things change and we don't use those places. Give a situation about reading in the reading group area and ask volunteers about it, accepting any appropriate responses.

T: /points to reading group area/ We almost always read there, but sometimes we don't. Where do we sometimes get to read?
V1: At our desks.
V2: In the hall.

Continue, giving situations and asking questions using play outside, stay in our room, print at our desks, etc. Then have groups question volunteers.

TAKE-OFF IDEAS

*During recess have the class play "Follow the Leader", having the leader shout, "I've changed my mind" each time he wants to signal a change in his behavior that the others should follow.

*Whenever convenient, surprise the class by changing the classroom routine or arrangement of desks, etc.

*Tape masking tape on the floor and print numerals 1-50 on it. Have pupils put one foot on 1 and their other one on 2 and then step on two numerals at a time counting by 2's down the strip.

MICHIGAN MIGRANT PROGRAM	INTERDISCIPLINARY ORAL LANGUAGE LESSON 154

LINGUISTIC REVIEW FOCUS

Using was and were to express past tense
Using will with verbs to express future tense
Using probably to express a degree of certainty
Using always to express a degree of frequency
Using would and because to express casual relationships
Using questions with why

Review	CONCEPTUAL FOCUS	Introduce
Counting by two's Recalling and enumerating past events		Predicting events and changes at school Stating long term changes

CONCEPTUAL COMMENTARY

A typical conceptual problem is: difficulty understanding that long term changes such as growing taller are in a continuous process of change.

MATERIALS

Activity 1: Use chalk.
Activity 2: Use chalk picture from Activity 1, chalk and Wink.
Activity 3: Use Wink.

1. MEMORIES OF THE OLD DAYS

Surprise the class by pretending that this is the first day of school. Introduce yourself, tell what room the class is in, what they will do this year, etc. Then, explain that you were just pretending in order to help them remember what the first day was like. Have volunteers tell you what things were new that first day. Have them use was or were in their answers. Draw a picture on the chalkboard of each thing mentioned.

T: Tell me about some things that were new when you came to school this year. Use was or were.
V1: The teacher was new.
Teacher draws a stick figure teacher.
V2: The books were new.
Teacher draws books.

Continue with more volunteers, always putting the corresponding picture on the board. Then, point to each picture and ask the class, groups and individuals, "What was new?", having them respond with the was or were structures. Save the pictures on the board for Activity 2.

2. PREDICTING THE NEW

Pointing to the pictures on the board recall Activity 1 with the class. Explain that you will make another set of pictures as the volunteers tell you what things they think will probably be new next year. Tell them to use will and probably in their answers.

T: What will probably be new next year?
V1: The teacher will probably be new.
Teacher draws a stick figure teacher.
V2: The room will probably be new.
Teacher draws a room outline.

Continue with other volunteers, making pictures each time. Then compare the pictures from Activity 1 with the pictures for this activity. Have volunteers draw lines between items that are the same. Then ask why the things for this activity would be new. Have Wink help volunteers use would and because in their responses.

T: /points to Activity 2 teacher/ Why would you have a new teacher?
W&V1: I would have a new teacher because I'll be in second grade.
W&V2: I would have a new teacher because I will go to a new room.

Continue, asking about each Activity 2 picture, sometimes helping the class ask volunteers the why questions.

3. WE KNOW FOR SURE

Explain that next year certain things will change such as those they have talked about before. Point out that there are some changes that people go through that take a long, long time such as the way we grow taller and older and the way we learn more all the time. Question Wink and the class about these long term changes.

T: Will you be taller next year?
W&C: Yes. We'll be taller.
T: How do you know that?
W&C: Because we're always growing.

Continue, using older for taller and getting older for growing, know more for be taller and learning for growing. Have groups ask each other and individuals the questions. Then, have the class pretend to be cheerleaders for their room and chant "age rhymes" such as "Two, four, six, it's late. Before you know it, we'll be eight. Ten, twelve, fourteen, plus two. Will I reach sixteen before you do?", etc.

TAKE-OFF IDEAS

*Create with the class an imaginary animal. First chalk a body on the board. Then, each day choose one pupil to make one addition to the drawing. Discuss the changes taking place each day until the animal is complete. Help the class name the animal.

*Tell the story of Pinocchio and discuss the changes that happened to him.

*During art have pupils finger paint with two fingers. As you count by twos, each pupil makes two new marks on his painting for each number.

MICHIGAN MIGRANT PROGRAM	INTERDISCIPLINARY ORAL LANGUAGE LESSON 155

LINGUISTIC REVIEW FOCUS

Using adjectives and nouns as pre-noun modifiers
Using questions with how, how many, what kind, and which

Review	CONCEPTUAL FOCUS	Introduce
Counting by two's		Stating changes that occur at home Grouping and labeling changes at home, at school and in the weather Stating changes as a class that has sub-groups within it Generalizing that all families change and that some changes are similar

CONCEPTUAL COMMENTARY

A typical conceptual problem is: difficulty understanding that changes are infinite in kind and number.

MATERIALS

Activity 1: Use chalk and snapshots of something that has changed in your family such as a new house, etc.
Activity 2: Use the chalk pictures from Activity 1.
Activity 3: Use the chalk pictures from Activities 1 and 2 and chalk to make additional pictures of things that might change at school from Lesson 154 and weather changes from Lesson 152.

1. OUR CHANGING FAMILIES

Tell the class about some things that have changed in your family this past year. If possible show them pictures of the changes, such as a new car, a new tree, a new family member, etc. Then help the class question volunteers about changes in their families. Draw a picture for each change and label it with the volunteer's name.

T&C: /to volunteer/
Did your family change this year?
V1: Yes.
T&C: How did your family change?
V1: We got a new baby.
T draws baby and puts V's name nearby.
T&C: How else did your family change?
V1: We moved to a new house.

Continuing questioning other volunteers, drawing the pictures and labeling them with the volunteers' names. Save the board work for Activities 2 and 3.

2. MORE INFORMATION PLEASE

Recall the first activity with the class. Then, pointing to one board picture from Activity 1 at a time, help the class ask for more details about the things that changed.

T&C: /T points to V's picture from Activity 1/
(John), did your family get a baby boy or a baby girl?
V1: We got a baby boy.
T&C: /T points to another volunteer's picture/
What kind of house did you move to?
V2: A big white house.

Continue, eliciting detailed responses from volunteers. Then, referring to all of the pictures, help the class generalize that all families change and that some of them have similar changes. Save the pictures for Activity 3.

3. THE BIG CHANGE BOARD

In preparation for this activity draw, near the pictures from Activity 1, pictures to represent the things that might change at school that were discussed in Lesson 154, and pictures to represent changes in the weather that were discussed in Lesson 152. At the top of the board write CHANGES and explain that all of the pictures represent things that could change. Help the class ask volunteers to label the changes that are home changes, school changes, or weather changes. Label home changes with an O, school changes with an X, and weather changes with an asterisk *.

T&C: Which changes go together?
V1: /points to moving van and baby/
That one and that one.
T&C: Why do they go together?
V1: Because they're both home changes.
T puts an O next to moving and baby pictures.

Continue, talking about and labeling all the pictures. Then identify each group of changes with the class, using These are all changes. Some of them are (home/school/weather) changes.

Then point to one picture at a time and ask, "How many of you (got a new car) this year?" Then touch two pupils with raised hands at a time and count by twos with the class.

T: /points to car picture/
How many of you got a new car this year?
Raise your hand.
Let's count the hands by twos.
T&C: Two, four, six...

Continue with other pictures, having volunteers ask the question sometimes.

TAKE-OFF IDEAS

*During gym have exercise leaders who say, "Change" each time they want the class to do a different exercise.

*During free time have pupils help one another count books, toys, etc. by twos.

*During art have pupils draw pictures of a change that they wish would occur. Print stories about each picture.

MICHIGAN MIGRANT PROGRAM	INTERDISCIPLINARY ORAL LANGUAGE SPANISH SUPPORT ACTIVITIES

BASIC CONCEPTUAL FOCUS: designed to be introduced in Spanish:
- Enumeration and predicting events from a picture, giving reasons for predictions, making and explaining inferences about the feelings of the characters
- Describing similar situations and feelings in children's school and home lives
- Practicing skip counting by fives, tens and twos
- Describing changes from different view points
- Describing changes that are similar
- Identifying skip counting by other numbers
- Identifying skip counting by sevens on a calendar

MATERIALS:
- Activity 1: Use the moving van picture from English lesson 156, and colored chalk.
- Activity 2: Use the picnic picture from Lesson 159, colored chalk and some objects of the classroom.
- Activity 3: Use a picture from English lesson 156, pictures from English lesson 158 and enough sticks for each child.
- Activity 4: Use the accompanying gymnasium picture, a calendar, and chalk.

1. TRASLADANDOSE DE CASA (to accompany lesson 156) MOVING OUT OF THE HOUSE

Muestre la lámina. Interrogue a los niños sobre su contenido. Guíelos mediante preguntas a nombrar algunas acciones o sucesos que ellos puedan predecir. Pregunte con base en qué hicieron las predicciones. Llame la atención sobre las expresiones de los niños y pregunte el por qué de ellas. Guíe la clase a observar como la gente algunas veces reacciona distinto ante las mismas situaciones. Dibuje en la pizarra diez conjuntos de cinco elementos. Cuente los elementos del primero y escriba el numeral 5. Guíe los niños a observar que todos los conjuntos tienen el mismo número de elementos. Cuéntelos de cinco en cinco y escriba los numerales correspondientes.

Show the picture and question the pupils on its contents. Guide them through questions to name some events which they can predict. Ask on what basis they made their predictions. Call their attention to the children's expressions and ask why they look that way. Guide the class to observe how people sometimes react differently to the same situations. Draw ten sets of five items on the board. Count the items in the first set and write the numeral 5. Guide the pupils to observe that all the sets have the same number of items. Count the items by fives and write the corresponding numerals.

2. PASEO EN FIN DE AÑO (to accompany lesson 157) END-OF-THE-YEAR OUTING

Muestre la lámina e identifíquela. In-

Show the picture, identify it and ques-

terrogue a la clase sobre su contenido. Pregunte qué hacen la maestra y los alumnos, y cómo creen que los niños se sienten al recordar que es el paseo de fin de año. Pídales observar bien la lámina y decirle algunos sucesos que ellos puedan predecir. Pregunte con base en qué hicieron las predicciones. Invite a la clase a contar con Ud. de cinco en cinco los alumnos. Repita usando algunos objetos de la clase. Dibuje diez conjuntos de cinco elementos cada uno. Llame varios niños a que los cuenten de cinco en cinco.

tion the class on its contents. Ask what the teacher and pupils are doing and how they think the pupils feel about the end-of-the-year outing. Ask them to look at the picture carefully and to tell you what events they can predict. Ask on what basis they made their prediction. Have the class count the pupils by fives with you. Repeat using some classroom objects. Draw ten sets of five items each. Call several pupils to count them by fives.

3. NUEVAS SITUACIONES (to accompany lesson 158) NEW SITUATIONS

Muestre la lámina de la lección 156 Invite a un niño a describir lo que ve en forma de cuento. Repita con las otras dos láminas y dos niños más. Pregunte a la clase si ellos han tenido experiencias similares a esas. Invite a algunos niños a contarlas a sus compañeros. Pídales describir cuáles fueron sus sentimientos respecto a ellas. Cuente varios objetos de dos en dos, de cinco en cinco y de diez en diez. Reparta palillos entre los niños. Pídales formar conjuntos de dos. Invítelos a contar sus elementos de dos en dos. Repita con conjuntos de cinco y diez elementos.

Show the picture from Lesson 156 and have a pupil describe in story form what he sees. Repeat with the other two pictures and two more pupils. Ask the pupils if they have had similar experiences. Have some of the pupils tell them to their classmates. Ask the pupils to describe their feelings about their experiences. Count several objects by twos, by fives, and by tens. Distribute sticks among the pupils and ask them to form sets of twos. Have them count their items by twos. Repeat with sets of five and ten items.

4. CONTANDO A SALTOS (to accompany lesson 159) SKIP COUNTING

Muestre la lámina e identifíquela. Invite a un alumno a describir lo que ve. Llame la atención sobre las diferentes expresiones de los niños. Pregunte a la clase por qué creen ellos que los niños reaccionan distinto. Guíelos a observar que algunas veces la gente siente y reacciona diferente ante situaciones iguales. Dibuje dieciocho bolitas en la pizarra. Cuéntelas de tres en tres y escriba los numerales correspondientes debajo de ellas; 3, 6, 9 etc. Muestre un calendario. Cuente de uno en uno los días de un mes. Repita contándolos de siete en siete. Guíe los niños a observar que se puede contar a saltos de muchas maneras, siguiendo distintos patrones.

Show the picture and identify it. Have a pupil describe what he sees. Call the class' attention to the pupils' different expressions. Ask the class why they think the pupils react differently. Guide them to observe that sometimes people feel and react differently to the same situations. Draw eighteen balls on the board. Count them by threes and write the corresponding numerals below the balls: 3, 6, 9, etc. Show a calendar and count the days of a month one by one. Repeat, counting them by sevens. Guide the pupils to observe that one can skip count in many ways, following different patterns.

MICHIGAN MIGRANT PROGRAM	INTERDISCIPLINARY ORAL LANGUAGE LESSON 156

LINGUISTIC REVIEW FOCUS

Using questions with why and responses with because
Using might with verbs to signal possibility
Using look and feel as linking verbs

Review	CONCEPTUAL FOCUS	Introduce
Enumerating events from a picture Giving reasons for predictions Making and explaining inferences about the feelings of characters		Predicting events on the basis of a picture

CONCEPTUAL COMMENTARY

A typical conceptual problem is: difficulty understanding that different people interpret picture activities in different ways.

MATERIALS

Activity 1: Use the accompanying picture labeled Picture 1.
Activity 2: Use the accompanying picture labeled Picture 2.
Activity 3: Use the accompanying picture labeled Picture 3 and chalk.

1. WHAT'S HAPPENING

Display the accompanying Picture 1. Help the class question volunteers about what is happening and what each member of the family is doing.

T&C: /T refers to Picture 1/
What's happening in this picture?
V1: They're moving.
T&C: Why do you think that?
V1: Because there's a truck.
T&C: What else makes you think that?
V1: They're putting things in boxes.
T&C: /to another V as T points to one person in picture/
What's (he) doing?
V2: (He)'s putting toys in a box.

Continue, asking other volunteers the last question as you point one by one to each person in the picture. Repeat the activity having groups ask volunteers the question.

2. WHAT'S GOING TO HAPPEN?

Display the accompanying Picture 2. Help the class question volunteers about what might happen to each of the people in the picture.

T&C: /T points to little boy in the picture/
What might happen to him?
V1: He might fall down.
T&C: Why do you think that?
V1: Because he is carrying too much.

Continue, questioning different volunteers about each person in the picture, sometimes using What do you think (he)'s going to do? instead of What might happen to him? Then have groups and individuals ask volunteers the questions. Finally have volunteers ask you the questions.

3. THE PACKED PEOPLE

Display the accompanying Picture 3. Help the class question volunteers about how they think each person in the picture feels now that they are all packed and sitting in the car and truck ready to leave.

T&C: /T points to one family member/
How do you think (she) feels?
V1: I think (she) feels sad.
T&C: Why do you think that?
V1: Because (she) looks sad. (She)'s crying.
T&C: Why do you think (she)'s crying?
V1: Because (she) doesn't want to move.

Continue, having the class question more volunteers about other people in the picture. Then have groups ask volunteers the questions. Finally, ask the pupils if they have ever moved. Have them raise their hands. Put a mark on the board for each raised hand. Then draw circles around every five marks, counting by fives with the class. If necessary, add enough marks to count up to twenty-five.

TAKE-OFF IDEAS

*During art have pupils finger paint while counting by fives. Show them how to gently dip all five fingers on one hand in a pan of paint and then touch the paper, making five marks at a time. As they do this have them count out loud by fives. After the paint dries, have them circle each set of five and practice counting quietly at their seats during free time.

*During recess have small groups of volunteers stand near you to observe their classmates at play and to predict what things might happen to them as they play. Discuss whether their predictions were correct or whether other things happened.

*Have the pupils exchange seats for a day. Have them pack up their things and move, discussing how they feel about moving and what things are happening or might happen as they move around.

*During story time make up parts of stories and have individuals fill in what they think will happen next.

*Help the pupils think of different things to count by fives, and share their ideas with the class. For example, they might count the houses on the way home from school by fives.

MICHIGAN MIGRANT PROGRAM	INTERDISCIPLINARY ORAL LANGUAGE LESSON 157

LINGUISTIC REVIEW FOCUS

Using to to signal indirect object
Using questions with why and responses with and without because
Using indirect clauses after think

Review	CONCEPTUAL FOCUS	Introduce
Enumerating events from a picture Predicting events on the basis of a picture Giving reasons for predictions Making and explaining inferences about the feelings of characters		None

CONCEPTUAL COMMENTARY

A typical conceptual problem is: difficulty understanding that home and school situations can be similar, both in activities and in feelings about these activities.

MATERIALS

Activity 1: Use the accompanying picture labeled Picture 1.
Activity 2: Use the accompanying picture labeled Picture 2.
Activity 3: Use the accompanying picture labeled Picture 3.

1. THE LAST DAY

Have a pupil hide the accompanying Picture 1 behind his back. Tell him that he should show the class the picture after they say, "Show the picture to us" five times, since five is the magic number they have been learning about. Then help groups ask volunteers about what is happening in the picture and what each pictured pupil is doing.

T&C: /5 times to pupil holding concealed picture/
Show the picture to us.
/after seeing picture/
What's happening in this picture?
V1: They're cleaning up the room.
T&C: Why do you think that?
V2: Because they're putting things in boxes.
T&C: Why do you think they're cleaning up on this day?
V1: It might be the last day of school.

If the volunteer did not mention that the picture might be about the last day of school, explain that that is what it is about in addition to whatever the volunteer said. Then, continue, having the class ask other volunteers, "What's (he) doing?" in reference to each of the pupils in the picture.

2. PICTURE PREDICTIONS

Have a pupil stand far away from the class, holding the accompanying Picture 2. Tell him that he should bring the picture close to the class after they say, "Bring the picture to us" five times. Then help the class question volunteers about what might happen to each of the people in the picture.

T&C: /T points to a boy in picture/
What might happen to him?
V1: He might bump into that girl.
T&C: Why do you think that?
V1: Because he can't see her.

Continue, questioning different volunteers about each person in the picture sometimes using, What do you think (he)'s going to do? instead of What might happen to (him)? Then have groups and individuals ask volunteers the questions. Finally have volunteers ask you the questions.

3. HURRAH FOR SUMMER VACATION!

Have a pupil hide with the accompanying Picture 3 in a corner of the room. Tell him to bring the picture to you after the class counts by fives to twenty-five. Then help the class question volunteers about how they think each person in the picture feels now that they are all packed, lined up and ready to go home for the summer.

T&C: /T points to one family member/
How do you think (she) feels?
V1: I think (she) feels happy.
T&C: Why do you think that?
V1: Because (she) looks happy. (She)'s smiling.
T&C: Why do you think (she)'s happy?
V1: Because (she) likes summer vacation.

Continue, having the class question more volunteers about other people in the picture. Then have groups ask volunteers the questions.

TAKE-OFF IDEAS

*During free time have pupils trace around their hands and then cut out their hand prints. Have them tape the hands up all around the room. After seat work assignments are completed, they can walk around placing their hands on paper hands and counting quietly by fives.

*During art periods have pupils paint a large mural entitled Summertime, that shows the many activities they hope to be involved in during the summer vacation.

*Instead of story time have volunteers pantomime situations where something is about to happen. Just before that something happens have the volunteers stop and ask the class to predict what will occur. Then have the pantomime continue to see if the predictions were accurate.

MICHIGAN MIGRANT PROGRAM	INTERDISCIPLINARY ORAL LANGUAGE LESSON 158

LINGUISTIC REVIEW FOCUS

Using have and has with past participles
Using was and were to signal past tense
Using did to signal past tense
Using questions with who

Review	CONCEPTUAL FOCUS	Introduce
Enumerating events in pictures Describing similar situations and feelings in children's lives Describing situations that are similar Skip counting by five's, ten's, and two's		None

CONCEPTUAL COMMENTARY

A typical conceptual problem is: difficulty understanding that different people feel differently about changes in the family.

MATERIALS

Activity 1: Use the 3 pictures of a family moving from Lesson 156.
Activity 2: Use the accompanying picture of a new baby arriving at home.
Activity 3: Use the accompanying picture of a boy getting a new bike.

1. THAT'S JUST LIKE MY FAMILY!

Recall the family moving situation, using the pictures from Lesson 156. Then guide the class in a discussion about their personal experiences with moving. Include questions beginning with Has and Have.

T: / to volunteer/
Has your family ever moved?
V1: Yes. We have moved a lot.
T: How did you feel about moving?
V1: I was happy.
T: Why were you happy?
V1: Because I got a new house.
T: Have you always been happy to move?
V1: Yes.
T: Will you always be happy to move?
V1: I don't know. I might not.

Continue, helping the class ask other volunteers about moving, being sure to include questions beginning with Has and Have. Then let one pupil be the "teacher" and ask questions about moving and how the pupils felt.

2. IT'S HERE!

Concealing the accompanying picture, tell the class that the family in the picture is getting something new. Have individuals guess what it is. Either when someone guesses, "A baby" or after the guessing has gone on for quite awhile, show the picture. Guide the class in a discussion about how the family members in the picture feel about the new baby and then talk about similar experiences in the pupils' own families.

T&C: /after class guesses what the family in the picture is getting and T points to one member/
How do you think (he) feels about the new baby?
V1: I think (he) feels happy.
T&C: Why do you think that?
V1: Because (he) looks happy.
T&C: Why do you think (he)'s happy?
V1: I think (he)'s happy because (he) likes the baby.

Continue guiding the discussion about the other picture family members. Then have groups ask individuals, including yourself, how they and you have felt about similar new baby situations. Use Has your family ever had a new baby?, How did you feel about it?, Have you ever felt that way?, etc.

3. IT'S HERE TOO!

Hold the accompanying picture face down to conceal it and tell the class that a boy in this picture is about to get something brand new that he has wanted for a long time. Let the pupils guess until someone says, "A bike" or until the guessing has gone on for quite awhile. Then show the picture and guide the class in a discussion about who's teaching the boy how to ride the bike.

T: /after guessing, then T shows the picture/
Let's see if you guessed what the boy is getting.
What did he get?
C: A bike!
T&C: Who's teaching him how to ride the bike?
V1: His big brother.
T&C: Who's watching him learn how to ride the bike?
V2: His mother.
V3: His father.

Continue, until all the pictured people are identified as onlookers. Then help groups and individuals ask volunteers who taught them how to (ride a bike/fly a kite/play ball), etc.

Finally, help the class count by twos, fives, and tens and then ask them who taught them how to count.

TAKE-OFF IDEAS

*During recess, tell the class that they are all "number people" and that they speak a "number language". All during recess, ask them questions to which they must always respond by counting by twos, fives or tens, no matter what the question is. If they forget and give you another answer, they have to be the questioner.

*Sitting in a circle, have one pupil whisper 5, the next pupil 10, etc.

MICHIGAN MIGRANT PROGRAM

INTERDISCIPLINARY ORAL LANGUAGE LESSON 159

LINGUISTIC REVIEW FOCUS

Using forms of feel and look as linking verbs
Using included clauses after think
Using have and has with a past participle

CONCEPTUAL FOCUS

Review	Introduce
Enumerating events in a story Describing similar experiences with changes at school and feelings about these changes	Identifying skip counting by seven's Comparing different types of changes Stating different reasons why changes occur

CONCEPTUAL COMMENTARY

A typical conceptual problem is: difficulty understanding that different people interpret changes in different ways.

MATERIALS

Activity 1: Use the accompanying 2 pictures of pupils not sharing and then sharing.
Activity 2: Use the non-sharing picture from Activity 1 and the accompanying picture of a pupil who just lost a front tooth.
Activity 3: Use a calendar and the accompanying school picnic picture.

1. WHAT A CHANGE!

Show the accompanying picture of pupils not sharing. Discuss the situation with the class. Then show the picture of the same pupils sharing and discuss the change in behavior.

T: /refers to non-sharing picture/ What's happening in this picture?
V1: They're not sharing.
V2: He's mad.
T: /after all volunteers have talked about non-sharing picture, T refers to sharing picture/ Have the pupils changed?
V3: Yes. They're sharing now.
T: Why do you think they changed?
V3: Maybe they felt bad.
V4: I think they all wanted a turn.

Continue, discussing personal experiences when individuals in the class have changed their behavior.

2. ANOTHER KIND OF CHANGE

Have concealed the Activity 1 non-sharing picture and show the accompanying picture of a first grader losing one of his front teeth. Discuss what's happening in the picture including the change in his appearance and how he and his classmates feel about the event. Then compare the type of change in Activity 1 with this type of change.

T: /shows accompanying picture/ What's happening in this picture?
V1: That boy just lost a tooth.
T: What else is happening?
V2: All the kids are looking at him.
T: Has he changed?
V3: Yes. He doesn't have his tooth.
T: How do you think he feels?
V4: I think he feels happy.
T: Why do you think that?
V4: Because he looks happy.
T: How do you think his friends feel?
V5: I think they feel happy too.
T: /shows Activity 1 non-sharing picture and tooth picture/ In these pictures show the same kind of change?
V6: No.
T: That one is about a change in how someone looks. /refers to other picture/ This one is about a change in how people act.

Continue, discussing other changes in appearance or behavior such as a haircut, a change of behavior from running to resting, etc.

3. ING SONG FUN

Have on hand a calendar and display the accompanying school picnic picture. After discussing what is happening in the picture, help the class sing about some things that are fun to do using the picture to get ideas. Use the tune of "The Mulberry Bush" and ing forms such as "Eating hotdogs is fun to do, fun to do, fun to do, Eating hotdogs is fun to do, to do, to do, to do."

T&C: /after discussing picnic picture, sing to tune of "Mulberry Bush"/ Eating hotdogs is fun to do, fun to do, fun to do, eating hotdogs is fun to do, to do, to do, to do.

Stop singing for awhile and show the class a calendar. Tell them that they can continue to sing the song about things that are fun to do in the month that the calendar shows. First point out that the calendar days are arranged in rows of sevens and demonstrate counting by sevens. Then continue singing the ing forms, such as Riding a bike, Roasting hotdogs, Swimming a lot, etc.

TAKE-OFF IDEAS

*During clean up, line up, gym periods, etc. lead the class in singing the ing song from Activity 3, substituting appropriate ing words as you work, play, line up, etc.

*Choose a volunteer each day to be Mr. or Miss Change. Let this person change his name, his seat, etc. for a day, periodically discussing these changes with the class.

*At the end of each day, discuss with the children the many changes the class has gone through that day.

MICHIGAN MIGRANT PROGRAM	INTERDISCIPLINARY ORAL LANGUAGE LESSON 160

LINGUISTIC REVIEW FOCUS

Using going to, will, might, could, and would to signal degree of intent, probability and possibility

Review	CONCEPTUAL FOCUS	Introduce
None		Describing feelings about the school year ending Describing what one hopes to do during summer vacation

CONCEPTUAL COMMENTARY

A typical conceptual problem is: difficulty understanding that people can feel very differently about similar situations.

MATERIALS

Activity 1: Prepare a "stage" out of a box with cloth curtains; use Wink and Blink.
Activity 2: Use the "stage" from Activity 1, Wink and Blink.
Activity 3: Use the "stage" from Activity 1, Wink and Blink.

1. THE LAST ACT

Prepare a box "stage" with a cloth curtain. Explain that Blink and Wink will put on a play about the last day of school. Use a dialog similar to the one below.

B: School is almost finished for this year. How do you feel about that Wink?
W: Well, I feel happy and sad.
B: Why do you feel happy and sad?
W: Well, I'm happy because I want to go on a vacation, but I'm sad because I will miss my friends.

Continue for awhile and then let two volunteers at a time take Wink and Blink's places as the theater puppets talking about the last day of school. Close the "stage curtains" after each act.

2. ENCORE

Using the "stage" from Activity 1, have different pairs of volunteers put on plays using Wink and Blink. The theme for each play this time is "Plans for The Summer Vacation". Encourage the pupils to use going to, might, could and would. You may wish to demonstrate the theme with an appropriate dialog such as the one shown below.

W: Blink, summer is going to be here soon. What are you going to do?
B: I don't know. I wish I could go to a lake.
W: If you could go to a lake, what would you do, Blink?
B: I would swim and play and have fun.

Continue, having pupils be Wink and Blink talking about summer vacation plans. Close the "stage curtains" after each "act".

3. CURTAIN CALL

Explain that Wink and Blink were going to stop putting on plays but they just thought of another idea for a final act. They want to act out how they feel about next year at school with a new teacher, new room, new books and supplies, etc. You may wish to demonstrate the theme with an appropriate dialog such as the one shown below.

W: What grade will you be in next year?
B: Second grade.
W: How do you feel about that?
B: Happy.
W: Why do you feel happy?
B: Because I'm going to learn more.

Continue having pupils be Wink and Blink talking about next year. Close the curtains for the last time, but have Wink and Blink and all the "players" take a bow.

TAKE-OFF IDEAS

* Have the pupils make their own puppets out of old socks or tagboard on tongue depressor sticks. Let them put on plays for each other or for other rooms in the building.

*If possible, show pupils some of their first printing papers to let them see the progress they've made throughout the school year.

*Instead of reading stories to the pupils, have volunteers read or tell stories in your place.

*If board space permits, chalk off a section of the board for each pupil, label it with his name and let him use it during free time throughout a day. He may write his favorite words, solve math problems, draw pictures, write stories, etc.

*Have a "question box" on you desk. During free time let pupils wite down questions that they have wantd to ask you and put them in the box. At the end of each day, open the box read and answer the questions.

*Make a "dice word block" by rinting a question word such as How, hat, Who, When, etc. on each flat surfae of a plain block. As individuals hrow the "dice" they must make up a qustion to ask you using the word that tres up on the "dice".

WORD LIST LESSONS 1-160

a	6	I don't have a car.	No tengo un carro.
	17	He wrote a two.	El escribió un dos.
about	134	He asked the boys about the kites.	El le preguntó a los niños por los papalotes.
across	58	He went across the bridge.	Fué por el puente.
act	122	Did he act happy or sad?	¿Se portó como si estuviera feliz o triste?
add	88	Corn is a food that we can add to that group.	El maíz es un alimento que podemos agregar a ese grupo.
addition	137	Do you learn about addition?	¿Aprenden Uds. sumas?
adobe hut	77	Those people live in adobe huts?	Esa gente vive en casas de adobe.
after	68	after summer	después del verano
afternoon	132	What does Wink do in the afternoon?	¿Qué hace Wink en la tarde?
again	141	Can you blow it up again?	¿Puedes inflarla otra vez?
ahead	51	Go straight ahead.	Siga recto.
air	141	Let out the air.	Deja salir el aire.
airplane	59	He went in an airplane.	Fué en avión.
all	42	all of them	todos
	46	All families need _____.	Todas las familias necesitan _____.
all of the time	78	Some families live on houseboats all of the time.	Algunas familias viven en casas-bote siempre.
almost	97	They almost always work together on the farm.	Ellos casi siempre trabajan juntos en la finca.
also	129	Other people also want to talk.	Otros tambíen quieren hablar.
always	69	It's always hot here.	Siempre hace calor aquí.
am	2	I'm in Baker School.	Estoy en la escuela Baker.
	3	Yes, I am.	Sí.
an	17	He used an eraser.	El usó un borrador.
and	42	Some of us live in this house and some of us live in that house.	Algunos de nosotros vivimos en esta casa y algunos en aquella.
another	136	We learn to crawl in order to get from one place to another.	Aprendemos a gatear para trasladarnos de un lugar a otro.
animal	81	Beef belongs in the group with the animals.	La carne pertenece al grupo de los animales.
answer	126	He probably likes to answer.	Probablemente a él le gusta contestar.
	129	Sometimes we don't know the answer.	Algunas veces no sabemos la respuesta.
any	41	I don't have any sisters.	Yo no tengo hermanas.
	84	There aren't any on the map of Michigan.	No hay ninguno en el mapa de Michigan.
apartment	49	It's an apartment house.	Es una casa de apartamentos.
apple	47	These are apples.	Estas son manzanas.

	47	That's apple pie.	Eso es pastel de manzana.
are	2	What grade are you in?	¿En qué grado estás?
	4	How old are you?	¿Cuántos años tienes?
	12	Where are you?	¿Dónde estás?
	26	Those are shirts.	Esas son camisas.
	26	Those aren't shirts.	Esas no son camisas.
	28	Those clothes are not red.	Esa ropa no es roja.
	37	Are they working together?	¿Están trabajando ellos juntos?
	38	Yes, we are.	Sí.
	38	No, we aren't.	No.
around	59	She walked around the hill.	Ella caminó alrededor de la colina.
as	44	as large as	tan largo como
	44	as many people as	tanta gente como
	99	James didn't work in the fields as much as Jose.	James no trabajó en el campo tanto como José.
	99	Why didn't James earn as much money as Jose?	¿Por qué James no ganó tanto dinero como José?
ask ___ to	104	When her mother asks her to.	Cuando su madre se lo pida.
	104	Because the teacher asked him to help.	Porque la maestra le pidió que ayudara.
at	69	at the North Pole	en el Polo Norte.
at noon	132	He has lunch at noon.	El almuerza al medio día.
aunt	42	She's my aunt.	Ella es mi tía.
away, far	111	It's far away.	Es muy lejos.
away from	13	Go away from the window.	Retírate de la ventana.
away, put	92	Did you put away the blocks by yourself?	¿Guardastes sólo los bloques?
baby	41	baby (brother/sister)	(hermanito/hermanita)
back of, in	12	I am in back of Mary.	Estoy detrás de Mary.
bad	124	I think they felt bad.	Yo creo que ellos se sintieron mal.
bag	136	He's writing that in order to tell us what's in the bags.	El está escribiendo eso para decirnos que hay en las bolsas.
baked	48	Do you like baked chicken?	¿Te gusta pollo horneado?
ball	6	I have a ball.	Yo tengo una bola.
balloon	23	That balloon is big.	Ese globo es grande.
band-aid	9	He doesn't have a band-aid.	El no tiene una curita.
be	18	Be careful!	¡Ten cuidado!
be fair	117	To be fair they should share.	Para ser justos deberían compartir.
bead	22	This is a bead.	Esa es una bolita. (cuenta)
bean	147	Bean pods and leaves have grown from the seed.	Las vainas del frijol y hojas han crecido de la semilla.
because	71	Because it's cold.	Porque hace frío.

become	149	The beans have become ripe first.	Los frijoles han madurado primero.
bed	114	We should go to bed early.	Deberíamos acostarnos temprano.
beef steak	81	What group does beef steak belong in?	¿A qué grupo pertenece el bistec?
beet, sugar	84	Are there any sugar beets on the map of Michigan?	¿Hay algunas remolachas en el mapa de Michigan?
before	68	before summer	antes del verano
	71	He wasn't wearing a hat before.	El no tenía un sombrero puesto antes.
	113	Why should we look both ways before we cross the street?	¿Por qué deberíamos mirar ambos lados antes de cruzar la calle?
belong	43	All of them belong to the same family.	Todos ellos pertenecen a la misma familia.
beside	12	It's beside the cupboard.	Está al lado del armario.
better	47	I like cherry pie better than apple pie.	Me gusta más el pastel de cereza que el de manzana.
	47	Which do you like better?	¿Cuál te gusta más?
bicycle	59	Which is faster, a car or a bicycle?	¿Cuál es más rápido, un carro o una bicicleta?
big	23	That ball is big.	Esa bola es grande.
black	29	Are those clothes black?	¿Es esa ropa negra?
blew up	141	He blew it up.	El la inflÓ.
Blink	2	His name is Blink.	Se llama Blink.
block	21	That's a block.	Ese es un bloque.
blow	62	The wind is blowing.	Hace viento.
blow up	141	Blow up the balloon.	Infla el globo.
blue	28	These clothes are blue.	Esa ropa es azul.
boat	74	They're going to row a boat.	Ellos van a remar.
book	7	I don't need a book.	Yo no necesito un libro.
boot	71	He's wearing boots.	Lleva las botas puestas.
both	44	Both of them are large.	Los dos son grandes.
	83	Farmers in both places raise fruit.	Los agricultores en ambos lugares siembran frutas.
box	11	It's in the box.	Está en la caja.
boy	73	What's the boy going to put on?	¿Qué se va a poner el muchacho?
break	138	We found out that the balloon will break.	Descubrimos que el globo se rebentará.
brick	49	It's made of brick.	Está hecho de ladrillos.
	49	a brick house	una casa de ladrillos
bridge	98	He went across the bridge.	Fué por el puente
bring	14	Bring the paper here.	Traiga el papel aquí.
broom	91	What do you do with a broom?	¿Qué hace con una escoba?
brother	41	That's Manuel's brother.	Es el hermano de Manuel.
brought	19	He brought me home.	El me trajo a casa.
brush	16	He didn't cut the brush.	El no cortó la brocha.
	136	We learn how to brush our teeth.	Aprendimos como lavarnos los dientes.

bus	18	He walked to the bus.	El caminó hacia el autobus.
bus driver	19	What did the bus driver do?	¿Qué hizo el chofer?
but	66	It snows some days in winter, but it doesn't snow every day.	Nieva algunos días en el invierno, pero no todos los días.
buy	96	They buy it.	Ellos lo compran.
by	59	by airplane	en avión
	112	We can keep safe by looking both ways.	Podemos mantenernos a salvo mirando a ambos lados.
	113	Because we might get hit by a car.	Porque nos podría golpear un carro.
calendar	132	We learned where to put Sunday on the calendar.	Aprendemos donde poner el domingo en el calendario.
came	18	He came home.	El vino a casa.
camera	89	A camera is not something that everybody needs.	Una cámara fotográfica es algo que no todos necesitan.
can	88	Why can they go together?	¿Por qué pueden ir juntos?
car	6	I have a car.	Yo tengo un carro.
care	108	I have to take care of the family.	Tengo que cuidar a la familia.
careful	18	Be careful!	¡Ten cuidado!
carry	144	Carry it over there, Paul.	Llévalo allá, Paul.
catch	82	Some people with boats catch fish for food.	Alguna gente con botes pesca peces para alimento.
celery	83	Farmers in Texas don't raise a lot of celery.	Los agricultores en Texas no cultivan mucho apio.
cent	96	It's one cent.	Es un centavo.
chair	12	I am beside the chair.	Estoy al lado de la silla.
chalk	17	She used a piece of chalk.	Ella usó una tiza.
chalkboard	101	I don't know who erased the chalkboard.	No sé quién borró la pizarra.
chance	129	It's important to give others a chance.	Es importante darle a otros su turno.
change	136	We can also find out how to change a tire.	Podemos aprender también como cambiar una llanta.
	142	The paint changed color.	La pintura cambió de color.
	143	Blink, describe the change to us.	Blink, describenos el cambio.
cherry	47	These are cherries.	Estas son cerezas.
	47	This is cherry pie.	Este es un pastel de cereza.
chicken	48	Do you like fried chicken?	¿Te gusta el pollo frito?
children	43	They're the children.	Son los hijos.
chocolate	48	Do you like chocolate milk?	¿Te gusta el chocolate?
circle	38	Are you making a circle?	¿Estás haciendo un círculo?
class	34	Do you teach the class?	¿Enseñas tú a la clase?

clay	99	Ana has as much clay as Mary.	Ana tiene tanta plastilina como Mary.
clean	91	You clean the sidewalk with it.	Tú limpias la acera con ella.
climb	56	He climbed that mountain first.	El escaló esa montaña primero.
clock	126	It's probably a clock.	Es probablemente un reloj.
close to	52	Pete is close to the door.	Pete está cerca de la puerta.
	53	Whose house is closer to school?	¿La casa de quién está más cerca de la escuela?
clothes	26	Those are clothes.	Esa es ropa.
clothing	89	Clothing is something that everybody needs.	La ropa es algo que todos necesitan.
cloud	62	There are a lot of clouds in the sky.	Hay muchas nubes en el cielo.
cloudy	62	It's a cloudy day.	Es un día nublado.
coat	71	He's wearing a coat.	Tiene un abrigo puesto.
cold	61	It's a cold day.	Es un día frío.
	86	People who are going out in the cold wear heavy clothes.	La gente cuando hace frío usa ropa abrigada.
collect	101	I don't know who collected the books.	No sé quién recogió los libros.
color	28	What color are they?	¿De qué color son?
	116	What do we have to do so all of us can color?	¿Qué podemos hacer para que todos podamos colorear?
come	13	Come to the table.	Ven a la mesa.
	68	Fall comes first.	El otoño viene primero.
come out	67	Do leaves come out in fall?	¿Nacen las hojas en el otoño?
complete	148	She has completed the equation.	Ella ha completado la equación.
concrete	49	It's made of concrete.	Está hecha de concreto.
connected	148	She has connected the dots.	Ella ha unido los puntos.
cook	32	Is the cook working?	¿Está trabajando la cocinera?
cool	67	Is it ever cool?	¿Es alguna vez fresco?
corner	114	at the corner	en la esquina
could	114	Could we fall if we ran in the hall?	¿Podríamos caernos si corremos en el corredor?
	114	Yes, we could.	Sí, sí podríamos.
count	36	He's counting points.	Está contando puntos.
cousin	42	Is that Maria's cousin or sister?	¿Es ésa la prima o la hermana de María?
cow	83	Some farmers there raise cows.	Algunos agricultores crían vacas ahí.
crawl	136	We learn how to crawl.	Aprendemos como gatear.
crayons	7	I need a crayon.	Necesito una crayola.
creek	57	The creek is narrower.	El arroyo es más angosto.
crop	149	The farmer has harvested three kinds of crops this year.	El agricultor ha recogido tres clases de cosecha este año.

cross	57	It takes longer to cross the river.	Se tarda más cruzando el río.
crosswalk	111	Crosswalk.	Zona de pasc.
cupboard	11	It's in the cupboard.	Está en el armario.
custodian	31	What's the custodian doing?	¿Qué está haciendo el portero?
cut	8	He wants to cut.	El quiere cortar.
	16	He didn't cut the brush.	El no cortó la brocha.
	16	He cut the paper.	El cortó el papel.
	33	I'm cutting the grass.	Estoy cortando el césped.
	113	Because we might get cut.	Porque podríamos cortarnos.
day	61	What kind of day is it?	¿Cómo es el día?
describe	143	Blink, describe the change to us.	Blink, describenos el cambio.
desk	33	That's a desk.	Eso es un escritorio.
different	27	They're different.	Son diferentes.
	44	a different number of people	diferente número de personas.
dime	106	a dime	una moneda de diez centavos
dirt	98	That's dirt.	Eso es tierra.
dish	91	You dry the dishes with it.	Tú secas los trastos con el.
dish towel	91	What do you do with a dish towel?	¿Qué haces con un limpión?
do	3	Where do you live?	¿Dónde vive?
	6	I don't have a car.	Yo no tengoun carro.
	8	What does he need?	¿Qué necesita él?
	9	He doesn't have a kleenex.	El no tieneun klinex.
	13	Don't run to the table.	No corras hsta la mesa.
	16	He didn't cut.	El no cortó
	16	Did he paste?	¿Engomó él?
	17	What did he do?	¿Qué hizo é?
	17	What did he draw?	¿Qué dibujóél?
	21	What do you do with it?	¿Qué haces on eso?
	31	What's the teacher doing?	¿Qué está hciendo la maestra?
	34	What does he do?	¿Qué hace é?
	34	Does she teach the class?	¿Enseña ell a la clase?
	34	Do you teach the class?	¿Enseñas tú la clase?
	34	Yes, I do. (teach the class)	Sí, yo lo hgo.
	34	Yes, she does. (teach the clase)	Sí, ella lohace.
	34	What does he do?	¿Qué hace é?
	54	It takes Ivy longer than it does Jo.	Se demora Ivy más que Jo.
	66	Does it snow every day?	¿Nieva todo los días?
	116	What do we have to do so all of us can color?	¿Qué podemos hacer para que todos podmos colorear?

doll	6	I have a doll.	Tengo una muñeca.
done	117	To get done they should share.	Para terminar ellos deberían compartir.
door	12	I am beside the door.	Estoy al lado de la puerta.
dot	148	He has connected the dots.	El ha unido los puntos.
down	51	Put your left hand down.	Baja la mano izquierda.
	113	We might fall down.	Podríamos caernos.
draw	7	I want to draw.	Quiero dibujar.
dress	26	Those are dresses.	Esos son vestidos.
drew	17	He drew a ball.	El dibujó una bola.
drink	48	Do you like to drink orange juice?	¿Te gusta beber jugo de naranja?
drive	32	He's driving. (a bus)	Está manejando. (un autobus)
driver	19	What did the bus driver do?	¿Qué hizo el chofer?
dry	61	It's a dry day.	Es una día seco.
	91	You dry the dishes with it.	Tu secas los trastos con él.
dust	31	He's dusting the desk.	Está sacudiendo el escritorio.
each	127	What do you think is important to each boy?	¿Qué crees que es importante para cada niño?
early	114	We should go to bed early.	Deberíamos acostarnos temprano.
earn	99	Jose earned more money than James.	José ganó más dinero que James.
easy	129	Some people think it's easy to answer.	Alguna gente cree que es fácil contestar.
eat	48	Do you like to eat fried chicken?	¿Te gusta comer pollo frito?
-ed	16	He needed paste.	El necesitó goma (de pegar).
	17	He used paste.	El usó goma.
	17	He erased a two.	El borró un dos.
eight	3	six, seven, eight	seis, siete, ocho
eighteen	114	eighteen	dieciocho
eighth	62	The eighth one.	El octavo.
eighty	104	eighty	ochenta
either	77	Those people don't live in adobe huts either.	Esa gente tampoco vive en casas de adobe.
eleven	112	eleven	once
else	76	What else do they need shelter for?	¿Para qué más necesitan ellos vivienda?
empty	46	It's the empty set.	Es el conjunto vacío.
empty out	141	Empty out the marbles.	Vacie las canicas.
enough	143	He went because he's old enough.	El fué porque ya tiene edad para ir.
equal	79	One plus one equals two.	Uno más uno igual a dos.
equation	148	She has completed the equation.	Ella ha completado la ecuación.
-er	17	He used an eraser	El usó un borrador.

	19	What did the bus driver do?	¿Qué hizo el chofer?
	31	What's the teacher doing?	¿Qué está haciendo la maestra?
	53	Whose string is longer?	¿De quién es la cuerda más larga?
	53	longer than	más largo que
erase	17	What did he erase?	¿Qué borró él?
	17	He erased a two.	El borro un dos.
eraser	17	He used an eraser.	El usó un borrador.
-est	56	Which hill is highest of all?	¿Cuál loma es la más alta de todas?
	59	Which is fastest?	¿Cuál es el más rápido?
ever	67	Is it ever cool?	¿Es alguna vez fresco?
	69	Does it ever snow?	¿Nieva alguna vez?
every	66	It doesn't snow every day.	No nieva todos los días.
everybody	89	A camera is not something that everybody needs.	Una cámara fotográfica es algo que no todos necesitan.
experiment	138	Experimenting is another way to find out things.	Experimentando es otra manera de aprender.
face	126	It's probably the face.	Probablemente el cuadrante.
	136	We learn how to wash our face.	Aprendemos como lavarnos la cara.
factory	97	The father works in a factory and gets money for his work.	El padre trabaja en una fábrica y recibe dinero por su trabajo.
fair, be	117	To be fair they should share.	Para ser justos deberían compartir.
fall	67	Is it ever cold in fall?	¿Es alguna vez frío en otoño?
fall down	113	Because we might fall down.	Porque podríamos caernos.
fall off	67	Do leaves fall off in spring?	¿Se caen las hojas en primavera?
family	43	They're a family.	Es una familia.
	49	a one-family house	una casa para una sola familia.
far away	111	It's far away.	Es muy lejos.
far from	52	Pete's far from the door.	Pete está lejos de la puerta.
farm	82	Some people on farms raise vegetables for food.	Alguna gente en las fincas cultiva vegetales para alimento.
farmer	82	Two farmers are raising meat.	Dos agricultores están produciendo carne.
farther	53	Whose house is farther from school?	¿La casa de quién está más lejos de la escuela?
fast	18	Run fast.	Corre ligero.
father	41	That's Manuel's father.	Ese es el papá de Manuel.
feel	121	Did he feel happy or sad?	Se sentía él felíz o triste?
	141	We can tell by feeling it.	Si lo tocamos podemos saber.

feet	122	He has puppets on his feet.	El tiene títeres en sus pies.
fell down	113	What would happen if he fell down?	¿Qué pasaría si él se cayera?
felt	121	He felt sad.	El se sentía triste.
few, a	62	There are a few clouds.	Hay pocas nubes.
	77	A few live in trailers.	Unos pocos viven en casas-remolques.
field	98	That's a field.	Eso es un campo.
fifteen	113	fifteen	quince
fifth	57	Is the fifth river the widest of all?	¿Es el quinto río el más ancho de todos?
fifty	102	fifty	cincuenta
fill up	141	Fill up the bag.	Llene la bolsa.
find	139	Several of us find it hard to do.	Algunos de nosotros encontramos difícil hacerlo.
	142	Find Blink the longest purple one.	Encuéntrale a Blink la morada más larga.
find out	101	Find out who put away the pencils.	Descubre quién guardó los lápices.
finish	93	We finish faster when we share the work.	Terminamos más rápido cuando compartimos el trabajo.
first	2	I'm in first grade.	Estoy en primer grado.
	54	First he ____. Then he ____.	Primero él ____. Después él ____.
	56	The first mountain is the lowest.	La primera montaña es la más baja.
	56	Which mountain did he climb first?	¿Cuál montaña él escaló primero?
	68	Fall comes first.	El otoño viene primero.
fish	82	The fish belong in the group with the sea.	Los peces pertenecen al grupo del mar.
five	2	four, five	cuatro, cinco
fix	32	She's fixing lunch.	Está preparando el almuerzo.
flew	134	He flew a kite himself.	El solo voló un papalote.
floor	11	It's on the floor.	Está en el suelo.
fly	134	He saw the boys flying kites.	El vió a los niños volando papalotes.
food	48	Do all families need food?	¿Necesitan alimento todas las familias?
	81	All of the things in those groups are foods.	Todas las cosas en esos grupos son alimentos.
foot	51	Put your left foot up.	Levanta tu pie izquierdo.
for	76	What else do they need shelter for?	¿Para qué más necesitan ellos vivienda?
	82	Some people on farms raise vegetables for food.	Alguna gente en las fincas cultivan vegetales para alimento.
	94	We go for a ride.	Vamos a pasear.
	97	They work on a farm and get money for their work.	Ellos trabajan en una finca y reciben dinero por su trabajo.

	111	You should listen for cars.	Tú deberías de escuchar para saber si vienen carros.
	144	She got the picture for Jo.	Ella consiguió la pintura para Jo.
for (---)ing	124	Yes, they need rules for sharing.	Sí, ellos necesitan reglas para compartir.
forty	102	forty	cuarenta
found out	101	They found out who grouped the pencils.	Ellos descubrieron quién agrupó los lápices.
four	2	three, four, five	tres, cuatro, cinco
fourteen	113	fourteen	catorce
fourth	57	It's the fourth river.	Es el cuarto río.
Friday	134	Friday comes before it.	Viernes viene antes.
fried	48	Do you like fried chicken?	¿Te gusta el pollo frito?
from	13	Come away from the door.	Vente de la puerta.
	52	as far from the door as Jo	tan lejos de la puerta como Jo
	52	from the desk to the door	del escritorio a la puerta
	53	farther from	más lejos de
front of, in	12	I'm in front of Mary.	Estoy delante de Mary.
fruit	81	The things in that group are fruit.	Las cosas en ese grupo son frutas.
fun	129	Some people think it's fun to answer.	Algunos creen que es divertido contestar.
garden	81	The potatoes belong in the group with the garden.	Las papas pertenecen al grupo del huerto.
gas station	97	The father works at a gas station and gets money for his work.	El padre trabaja en la estación de gasolina y recibe dinero por su trabajo.
get	58	How did Juan get to the other side of the river?	¿Cómo llegó Juan al otro lado del río?
	82	How do some people get food?	¿Cómo consigue alguna gente el alimento?
get cut	113	Because we might get cut.	Porque podríamos cortarnos.
get done	117	To get done they should share.	Para terminar deberían de compartir.
get hit	113	Because we might get hit by a car.	Porque nos podría golpear un carro.
get hurt	113	He would get hurt.	El podría herirse.
get off	114	To get the dirt off.	Para eliminar la suciedad.
girl	73	What's the girl going to put on?	¿Qué se va a poner la niña?
give	117	To give everybody a turn.	Para darles a todos un turno.
glove	72	They're wearing gloves.	Tienen guantes puestos.
go	13	Go to the table.	Ve a la mesa.
	86	These go together.	Estos van juntos.
	86	They're things which people wear when they go swimming.	Hay cosas que la gente usa cuando va a nadar.

	94	We go for a ride.	Vamos a pasear.
	94	We go to the park.	Vamos al parque.
	94	We go out to eat.	Vamos a comer afuera.
	86	People who are going out in the rain wear a raincoat.	La gente que sale cuando llueve usa impermeable.
	73	What's he going to put on?	¿Qué se va a poner él?
	74	We're going to need light clothes.	Vamos a necesitar ropa fresca.
good	47	Cherry pie is good.	El pastel de cereza es bueno.
got cut	113	What would happen if he got cut with the scissors?	¿Qué pasaría si se cortara con las tijeras?
got hit	113	What would happen if he got hit by a car?	¿Qué pasaría si lo golpeara un carro?
got hurt	113	What would happen if he got hurt?	¿Qué pasaría si se hiriera?
grade	2	I'm in first grade.	Estoy en primer grado.
grandchildren	43	They're the grandchildren.	Son los nietos.
grandfather	42	That's Maria's grandfather.	Ese es el abuelito de María.
grandmother	42	That's Maria's grandmother.	Esa es la abuelita de María.
grandparents	43	They're the grandparents.	Son los abuelitos.
grape	88	Why do grapes go in that group?	¿Por qué las uvas van en ese grupo?
grapefruit	89	Are there any grapefruit on the map of Michigan?	¿Hay alguna toronja en el mapa de Michigan?
grass	33	I'm cutting the grass.	Estoy cortando el césped.
green	29	Are these clothes green?	¿Es esta ropa verde?
green light	111	You should wait for a green light.	Deberías esperar por la luz verde.
group	39	Which group is making circles?	¿Cuál grupo está haciendo circulos?
	101	Who grouped those pencils?	¿Quién agrupó esos lápices?
grow	146	A stem has started to grow.	Un tallo ha comenzado a crecer.
grown-ups	93	We set the table with grown-ups.	Ponemos la mesa con los adultos.
grown	147	A root and stem have grown from the seed.	Una raiz y un tallo han nacido de la semilla.
had	148	I haven't had a turn.	Yo no he tenido un turno.
half	116	That's a half and that's a half.	Esa es una mitad y esa es una mitad.
half-past	131	It's half-past seven.	Son las siete y media.
hall	102	The custodian cleans the halls.	El portero limpia los corredores.
halves	116	They're halves.	Esas son mitades.
ham	81	What group does ham belong in?	¿A qué grupo pertenece el jamón?
hand	51	Put your left hand up.	Levanta tu mano izquierda.

	126	It's probably the long hand.	Probablemente es el minutero.
	142	Hand Pepe the orange paper.	Dále a Pepe el papel anaranjado.
happen	109	What happens when everybody works outside the home?	¿Qué pasa cuando todos trabajan fuera de la casa?
happy	121	He looks happy.	El parece felíz.
hard	129	Some people think it's hard to answer.	Alguna gente cree que es difícil contestar.
harvest	147	The farmer has harvested the beans.	El agricultor ha cosechado los frijoles.
hat	71	He's wearing a hat.	El está usando un sombrero.
have	6	I have a book.	Tengo un libro.
	8	He has scissors.	El tiene tijeras.
have to	108	I have to take care of the family.	Yo tengo que cuidar a la familia.
he	2	He's in first grade.	El está en primer grado.
head	122	He has puppets on his head.	El tiene títeres en su cabeza.
healthy	136	We learn to wash our hands in order to keep healthy.	Aprendemos como lavarnos las manos para mantenernos saludables.
heard	144	Do you know because you heard it or because you saw it?	¿Tú sabes porque lo oistes o porque lo vistes?
heavy	46	Do you need light clothes or heavy clothes in winter?	¿Necesitas ropa fresca o abrigada en el invierno?
helmet	74	They're going to wear helmets.	Van a usar cascos.
help	36	We're helping.	Estamos ayudando.
helper	36	We're helpers.	Somos ayudantes.
her	1	Her name is Mary.	Ella se llama Mary.
	19	He took her home.	El la llevó a su casa.
here	14	Bring the paper here.	Tráe el papel aquí.
	83	Do some farmers here raise pigs?	¿Crían algunos agricultores cerdos aquí?
hers	52	Pete's line isn't as long as hers.	La línea de Pete no es tan larga como la de ella.
herself	92	Mary is setting their table by herself.	Mary está poniendo sola la mesa de ellos.
high	56	That hill is higher.	Esa loma es más alta.
	113	He's making a high sound.	El está haciendo un sonido agudo.
hill	56	That hill is lower.	Esa loma es más baja.
him	19	Take him to the store.	Llévalo a la tienda.
himself	92	Joe is setting their table by himself.	Joe está poniendo solo la mesa de ellos.
his	1	His name is John.	El se llama John.
	52	Is his line as long as hers?	¿Es la línea de él tan larga como la de ella?
	52	Is her line as long as his?	¿Es la línea de ella tan larga como la de él?
hit	143	Maybe Wink hit it with a pin.	Tal vez Wink la punzó con un alfiler.

hit, get	113	Because we might get hit by a car.	Porque nos podría golpear un carro.
home	18	He came home.	El vino a casa.
hot	61	It's a hot day.	Es un día caliente.
house	42	in the same house	en la misma casa
houseboat	78	When do families live on houseboats?	¿Cuándo las familias viven en casas-bote?
how	4	How old is he?	¿Cuántos años tiene él?
	29	How many socks are green?	¿Cuántos calcetines son verdes?
	54	How does John come to school?	¿Cómo viene John a la escuela?
	108	How many members of that family work at home?	¿Cuántos miembros de esa familia viven en la casa?
hundred	108	one hundred	cien
hungry	123	One looks hungry.	Uno parece que tiene hambre.
hurt	113	He would get hurt.	El podría herirse.
hut, adobe	77	Those people live in adobe huts.	Esa gente vive en casas de adobe.
I	2	I'm in first grade.	Estoy en primer grado.
	3	I live on Elm Street.	Vivo en la calle Elm.
ice	63	That's ice.	Eso es hielo.
ice skates	64	Did you wear roller skates or ice skates.	¿Usastes patines de ruedas o de nieve?
icy	63	It wasn't icy yesterday.	No hubo helada ayer.
if	113	What would happen if he got hit by a car?	¿Qué pasaría si lo golpeara un carro?
igloo	77	Those people live in igloos.	Esa gente vive en chozas de esquimales.
important	127	It's probably important to John to talk a lot.	Probablemente es importante para John hablar mucho.
in	2	I'm in first grade.	Estoy en primer grado.
	11	It's in the box.	Está en la caja.
	42	Some of them live in that house.	Algunos viven en esa casa.
	46	We need heavy clothes in winter.	Necesitamos ropa abrigada en invierno.
	49	All families need houses to live in.	Todas las familias necesitan casa para vivir.
	59	in a car	en un carro
	86	People who are going out in the cold.	La gente que sale al frío.
	86	People who are going out in the rain.	La gente que sale cuando llueve.
	132	She gets up in the morning.	Ella se levanta en la mañana.
in back of	12	I'm in back of Juan.	Estoy detrás de Juan.
in front of	12	I'm in front of Mary.	Estoy delante de Mary.

-ing	31	She's teaching.	Ella está enseñando.
	61	It's snowing.	Está nevando.
in order to	136	We learn to crawl in order to get from one place to another.	Aprendemos a gatear para movernos de un lugar a otro.
inch	142	It's one inch long.	Tiene una pulgada de largo.
inside	64	Did you skate inside?	¿Patinó adentro?
is	1	My name is John.	Me llamo John.
	4	He is six years old.	El tiene seis años.
	11	The ball is on the table.	La bola está en la mesa.
	21	This is a ball.	Esta es una bola.
	22	Is this a set of five?	¿Es éste un conjunto de cinco?
	23	Is that ball little?	¿Es esa bola pequeña?
	32	Is the cook working?	¿Está trabajando la cocinera?
	32	Yes, she is.	Sí.
	32	No, she's not.	No.
	38	He is.	El es.
	38	He isn't.	El no es.
	71	One and one more is two.	Uno y uno más son dos.
it	11	It's on the box.	Está sobre la caja.
	17	Erase it.	Bórralo.
	21	I play with it.	Yo juego con ella.
	22	Yes, it is.	Sí.
	54	Does it take John as long to walk to school as it does Bill?	¿Tarda John lo mismo que Bill en caminar hasta la escuela?
	61	It's snowing.	Está nevando.
	101	It was Blink.	Fué Blink.
jacket	27	Those are jackets.	Esas son chaquetas.
job	93	What jobs do they do by themselves?	¿Qué trabajos hacen ellos solos?
juice	48	Do you like to drink orange juice.	¿Te gusta tomar jugo de naranja?
jump	133	She wanted to learn how to jump rope.	Ella quería aprender a saltar la cuerda.
keep	76	We need a place to keep us warm.	Necesitamos un lugar para abrigarnos.
	112	How can we keep safe?	¿Cómo podemos mantenernos seguros?
kick	138	His brother taught him to kick a ball.	Su hermano lo enseñó a patear la bola.
kind	49	What kind of house is it?	¿Qué clase de casa es?
kite	13?	He saw the boys flying kites.	El vió a los niños volando papalotes.
kleenex	9	He doesn't have a kleenex.	El no tiene un klinex.
know	101	I don't know who erased the chalkboard.	No sé quien borró la pizarra.

lake	57	That lake is smaller.	Ese lago es más pequeño.
large	44	Is Mark's family as large as Manuel's?	¿Es la familia de Mark tan grande como la de Manuel?
leaf	67	This is a leaf.	Esta es una hoja.
learn	36	We're learning to count points.	Estamos aprendiendo a contar puntos.
leaves	67	The leaves fall off in fall.	Las hojas se caén en otoño.
left	51	Put your left hand up.	Levanta tu mano izquierda.
	51	He turned to the left.	Se volvió hacia la izquierda.
let	129	It's important to let others talk.	Es importante permitir que otros hablen.
let out	141	Let out the air.	Deja salir el aire.
letter	137	The secretary's job is to type letters.	El trabajo de la secretaria es escribir cartas a máquina.
let's	144	Let's describe it for Wink.	Describamoselo a Wink.
lettuce	47	That's lettuce.	Esa es una lechuga.
	47	I like lettuce and tomato salad.	Me gusta la ensalada de lechuga y tomate.
library	139	We can find out by going to a library to read.	Podemos aprender yendo a una biblioteca a leer.
lifejacket	74	They're going to wear lifejackets.	Ellos van a usar salvavidas.
lift	141	We can tell by lifting it.	Podemos saber levantándola.
light	46	We need light clothes in summer.	Nosotros necesitamos ropa fresca en verano.
light, green	111	You should wait for a green light.	Deberías esperar por la luz verde.
like	47	Do you like cherry pie?	¿Te gusta el pastel de cereza?
	69	Where is it like Michigan?	¿Dónde es como en Michigan?
line	52	Draw a line from ____ to ____.	Dibuja una línea de ____ a ____.
listen	36	We're listening.	Estamos escuchando.
	111	You should listen for cars.	Tú deberías escuchar para saber si vienen carros.
little	23	That ball is little.	Esa bola es pequeña.
live	3	I live on Elm Street.	Vivo en la calle Elm.
lobster	82	The lobster belongs in the group with the sea.	La langosta pertenece al grupo del mar.
long	52	Is Pete's line as long as Alice's?	¿Es la línea de Pete tan larga como la de Alice?
	54	Does it take Bill as long to walk to school as it does Bob?	¿Tarda Bill lo mismo que Bob en caminar hasta la escuela?
	112	Was that (sound) long or short?	¿Fué ese (sonido) largo o corto?
	142	It's one inch long.	Mide una pulgada de largo.
look	111	She should look both ways.	Ella debería mirar a ambos lados.
	121	Why does he look sad?	¿Por qué él parece triste?

lot, a	62	There are a lot of clouds in the sky.	Hay muchas nubes en el cielo.
	68	It usually snows a lot in winter.	Generalmente nieva mucho en el invierno.
	83	Farmers in Texas don't raise a lot of celery.	Los agricultores en Texas no cultivan mucho apio.
loud	112	Was that (sound) loud or soft?	¿Fué ese (sonido) fuerte o bajo?
low	56	That hill is lower.	Esa loma es más baja.
	113	He's making a low sound.	El está haciendo un sonido bajo.
lunch	32	She's fixing lunch.	Ella está preparando el almuerzo.
'm	2	I'm in Baker School.	Estoy en la escuela Baker.
	33	No, I'm not.	No, yo no.
mad	122	He looks mad.	El parece bravo.
made	49	It's made of wood.	Esta hecho de madera.
make	38	Are you making a circle?	¿Estás haciendo un círculo?
	144	We can make the balloon the same again by blowing it up.	Podemos poner el globo como antes soplándolo.
man	98	No, the man is too old to work with them.	No, el hombre es muy viejo para trabajar con ellos.
many	29	How many socks are green?	¿Cuántos calcetines son verdes?
map	84	Are there any grapefruit on the map of Michigan?	¿Hay alguna toronja en el mapa de Michigan?
marble	21	This is a marble.	Esta es una canica. (bolita)
maybe	143	Maybe she blew it up too much.	Tal vez la sopló mucho.
me	19	Put me on the bus.	Ponme en el autobús.
measure	142	Jorge, measure it.	Jorge, mídela.
meat	81	The things in that group are meat.	Las cosas en ese grupo son carne.
Michigan	68	in Michigan	en Michigan
might	113	He might get hurt.	El podría herirse.
milk	48	Do you like to drink milk?	¿Te gusta tomar leche?
	48	chocolate milk	chocolate
mine	53	Mine is closer.	El mío está más cerca.
minus	88	We can say "Two minus one."	Podemos decir "Dos menos uno".
mittens	71	He's wearing mittens.	Tiene mitónes puestos.
Monday	132	We learn were to put Monday on the calendar.	Aprendemos donde colocar el lunes en el calendario.
money	96	That's money.	Eso es dinero.
more	71	One and one more is two.	Uno y uno más son dos.

	96	Which do they buy more often, a car or a house?	¿Qué compran ellos más a menudo, un carro o una casa?
	99	Jose earned more money than James.	José ganó más dinero que James.
morning	132	She gets up in the morning.	Ella se levanta en la mañana.
most	77	Most of them live in houses.	La mayoría de ellos viven en casas.
	96	Which do they buy most often?	¿Qué compran ellos más a menudo?
mother	41	That's Manuel's mother.	Esa es la mamá de Manuel.
motorcycle	74	They're going to ride a motorcycle.	Van a andar en motocicleta.
mountain	56	That mountain is higher.	Esa montaña es más alta.
move	127	We waited for it to move.	Esperamos a que se moviera.
much	99	James didn't work in the fields as much as Jose.	James no trabajó en el campo tanto como José.
much, too	143	Maybe he blew it up too much.	Tal vez el la sopló mucho.
museum	139	We can find out by going to the museum to observe.	Podemos aprender yendo a un museo a observar.
my	1	My name is John.	Me llamo John.
myself	92	I picked up the blocks by myself.	Yo solo recogí los bloques.
name	1	My name is John.	Me llamo John.
	108	We can name it ten tens or one hundred.	Podemos decir diez decenas o una centena.
narrow	57	The creek is narrower.	El arroyo es más angosto.
near	111	The car is near.	El carro está cerca.
need	7	I need a book.	Necesito un libro.
	8	He needs scissors.	El necesita tijeras.
	46	We need heavy clothes in winter.	Necesitamos ropa abrigada en invierno.
neither	79	That family doesn't and neither does that one.	Esa familia no, ni aquella tampoco.
never	69	It never snows here.	Aquí nunca nieva.
never, almost	97	They almost never work together at the gas station.	Ellos casi nunca trabajan juntos en la estación de gasolina.
next	134	What day comes next?	¿Qué día está después?
nickel	96	nickel	una moneda de cinco centavos.
night	61	It's a snowy night.	Es una noche nevada.
night, at	132	She goes to bed at night.	Ella se acuesta cuando es de noche.
nine	4	eight, nine, ten	ocho, nueve, diez

nineteen	114	nineteen	diesinueve
ninety	104	ninety	noventa
ninth	63	It's the ninth one.	Es el noveno.
no	16	No. He didn't cut the brush.	No. El no cortó la brocha.
	22	No, it's not. (a set)	No, no es. (un conjunto)
nobody	109	There's nobody to take care of the house.	No hay nadie que cuide la casa.
noisy	123	Because they wanted the boys to get quiet but they stayed noisy.	Porque ellas querían que los niños estuvieran callados y ellos estuvieron haciendo ruido.
none	43	None.	Ninguno.
	43	None of them.	Ninguno de ellos.
noon	132	He has lunch at noon.	El almuerza al medio día.
north	69	at the North Pole	en el Polo Norte
not	17	It's not on the floor.	No está en el suelo.
	33	No, I'm not.	No, yo no.
nothing	149	Nothing has happened.	Nada ha pasado.
now	71	What's he wearing now?	¿Qué tiene puesto ahora?
number	44	It has the same number of people.	Tiene el mismo número de personas.
numeral	126	It's probably a numeral.	Es probablemente un numeral.

observe	137	We find out about things by observing.	Aprendemos sobre las cosas observando.
o'clock	128	It's 8 o'clock.	Son las ocho en punto.
of	7	a piece of paper	un papel
	21	a set of one	un conjunto de uno
	26	a pair of pants	un pantalón
	44	number of people	número de personas
	49	made of wood	hecho de madera
	56	It's the widest of all.	Es el más ancho de todos.
	84	There aren't any on the map of Michigan.	No hay ninguno en el mapa de Michigan.
of, out	144	The air came out of the balloon.	Se le salió el aire al globo.
off	67	Do leaves fall off in spring?	¿Se caen las hojas en primavera?
often	66	It often rains in summer.	A menudo llueve en verano.
Ohio	144	The family moved to Ohio.	La familia se mudó a Ohio.
oil	138	What happens if we put oil in water?	¿Qué pasa si ponemos aceite en el agua?
old	4	He's six years old.	El tiene seis años.
	98	He's too old to work with them.	El es muy viejo para trabajar con ellos.
on	3	I live on Baker Street.	Yo vivo en la calle Baker.
	11	It's on the box.	Está sobre la caja.
	59	on his bicycle	en su bicicleta

	82	Some people on farms raise vegetables for food.	Alguna gente en las finc cultivan vegetales par alimento.
on, put	73	He's going to put on his coat.	El se va a poner el abri
on vacation	78	Some families live in tents when they're on vacation.	Algunas familias viven e tiendas de campaña cua do están de vacaciones.
once	149	Once this year.	Una vez este año.
one	1	one, two, three	uno, dos, tres
	17	He wrote a one.	El escribió un uno.
	24	Which one is big?	¿Cuál es grande?
one-family	49	a one-family house	una casa para una sola f milia
only	83	Only farmers in Michigan raise a lot of celery.	Solo los agricultores en Michigan cultivan mucho apio.
or	24	Is this round or square?	¿Es éste redondo o cuadra do?
	29	Are tkey dresses or shirts?	¿Son vestidos o camisas?
	32	Is she working or resting?	¿Está ella trabajando o descansando?
	82	Is one farmer raising meat or are two farmers raising meat?	¿Hay un agricultor produ- ciendo carne o hay dos?
orange	48	They're oranges.	Son naranjas.
	48	orange juice	jugo de naranja
	142	The paint changed color. First it was red. Then we put in yellow paint. Now it is orange.	La pintura cambió de colo Primero era roja. Despu le pusimos amarilla y ahora es anaranjada.
other	58	How did Juan get to the other side of the river.	¿Cómo llegó Juan al otro lado del río?
others	129	It's important to give others a chance.	Es importante darle a otr su turno.
our	92	We are all setting our table.	Nosotros estamos poniendo nuestra mesa.
ourselves	93	We clean our rooms by ourselves.	Nosotros limpiamos solos nuestros cuartos.
out, come	67	Do leaves come out in spring?	¿Nacen las hojas en pri- mavera?
out, empty	141	He emptied out the marbles.	El vació las canicas.
out, find	101	Find out who put away the pencils.	Descubre quién guardó los lápices.
out of	144	The air came out of the balloon.	Se le salió el aire al gl bo.
out, found	101	They found out who grouped the pencils.	Ellos descubrieron quién agrupó los lápices.
out, go	94	We go out to eat.	Vamos a comer afuera.
	86	People who are going out in the rain wear a raincoat.	La gente que sale cuando llueve usa impermeable.

out, let	141	Let out the air.	Deja salir el aire.
out, pass	101	I don't know who passed out the paper.	Yo no sé quién repartió el papel.
out, take	141	Take out a balloon.	Saca un globo.
outside	64	Did you play outside yesterday?	¿Jugastes afuera ayer?
over	58	He went over the mountain.	Fué por la montaña.
over there	144	Carry it over there.	Llévalo allá.
paint	16	He needed paint.	El necesitó pintura.
	16	He wanted to paint.	El quería pintar.
pair	26	That is a pair of pants.	Ese es un pantalón.
pajamas	73	He's going to put on pajamas.	Se va a poner la pijama.
pants	26	Those are pants.	Esos son pantalones.
	72	They're wearing snowpants.	Ellos están usando pantalones de nieve.
paper	7	a piece of paper	un papel
	9	He doesn't have a paper towel.	El no tiene una toalla de papel.
parents	43	They're the parents.	Son los padres.
park	94	We got out to the park together.	Nosotros vamos al parque juntos.
part	147	What new parts have grown from the seed?	¿Qué otras partes han nacido de la semilla?
pass out	101	I don't know who passed out the paper.	Yo no sé quién repartió el papel.
paste	8	He wants to paste.	El quiere engomar.
	8	He needs paste.	El necesita goma.
patrol boy	111	You should wait for the patrol boy.	Tú deberías esperar por la patrulla de seguridad.
pay	107	People need money to pay the rent.	La gente necesita dinero para pagar el alquiler.
pencil	7	I want a pencil.	Yo quiero un lápiz.
penny	22	This is a penny.	Este es un centavo.
people	44	It has the same number of people.	Tiene la misma cantidad de personas.
pick	144	Juan's family picked vegetables in Michigan.	La familia de Juan recogió vegetales en Michigan.
pick up	92	Did you pick up the blocks by yourself?	¿Recogistes los bloques tú solo?
picture	143	Now show the picture to us.	Ahora, muéstranos la lámina a nosotros.
pie	47	I like apple pie.	Me gusta el pastel de manzana.
piece	7	a piece of paper	un papel
pig	83	Some farmers here raise pigs.	Algunos agricultores crían cerdos aquí.
pin	143	Maybe Blink hit it with a pin.	Tal vez Blink la punzó con un alfiler.

place	76	They need a place to eat.	Necesitan un lugar para comer.
plant	147	Have you planted seeds?	¿Has sembrado semillas?
	149	Bean plants have started to grow.	Las plantas de frijoles han comenzado a nacer.
planter	146	She has put the planter in the sunlight.	Ella ha puesto la maceta a la luz del sol.
play	21	He plays with it.	El juega con ella.
	21	I play with it.	Yo juego con ella.
	64	I played house.	Jugué de "casita".
	73	to play in the snow	jugar en la nieve
plus	74	Two plus one is three.	Dos más uno son tres.
pod	147	Bean pods and leaves have grown from the seeds.	Las vainas del frijol y las hojas han crecido de las semillas.
point	36	He's counting points. (of a triangle)	El está contando puntas.(de un triángulo)
pole	69	North Pole; South Pole	Polo Norte; Polo Sur
popcorn	124	They should share the popcorn.	Ellos deberían compartir las palomitas de maíz.
potato	47	Those are potatoes.	Esas son papas.
	47	I like potato salad.	Me gusta la ensalada de papas.
practice	133	She learned by practicing.	Ella aprendió practicando.
principal	102	That's the principal.	Ese es el director.
probably	126	He probably likes to talk a lot.	Probablemente a él le gusta hablar mucho.
Puerto Rico	69	Is it Puerto Rico?	¿Es Puerto Rico?
puppet	122	He looks sad because he can't play with many puppets.	El parece triste porque no puede jugar con muchos títeres.
purple	142	Now it is purple.	Ahora es morada.
put	14	Put the truck there.	Pon el camión ahí.
	146	She has put the seed in the soil.	Ella ha puesto la semilla en la tierra.
put away	92	Did you put away the blocks by yourself?	¿Guardastes los bloques tú solo?
put on	73	What are you going to put on?	¿Qué te vas a poner?
put up	51	Put your left hand up.	Levanta tu mano izquierda.
puzzle	124	They should share the puzzle.	Deberían compartir el rompecabezas.
rain	61	It's raining.	Está lloviendo.
	86	People who are going out in the rain wear raincoats.	La gente que sale cuando está lloviendo usa impermeables.
rainclothes	72	Are they wearing rainclothes?	¿Están usando ropa de lluvia?

raincoat	72	They're wearing raincoats.	Ellos tienen puestos impermeables.
rainhat	72	They're wearing rainhats.	Ellos tienen puestos sombreros para el agua.
rainy	61	It's a rainy day.	Es un día lluvioso.
raise	82	Some people on farms raise vegetables for food.	Alguna gente en las fincas cultivan vegetales para alimento.
ran	18	He ran to the bus.	El corrió al autobús.
read	7	I want to read.	Quiero leer.
really	143	Tell us how long it really is.	Dínos de que largo realmente es.
rectangle	39	Which group is making rectangles?	¿Cuál grupo está haciendo rectángulos?
red	28	Those clothes are red.	Esa ropa es roja.
rent	107	He pays the rent with money.	El paga el alquiler con dinero.
rest	32	She's resting.	Ella está descansando.
restaurant	97	They work in a restaurant and get money for their work.	Ellos trabajan en un restaurante y reciben dinero por su trabajo.
ride	74	They're going to ride a motorcycle.	Van a andar en motocicleta.
	94	We go for a ride.	Vamos a pasear.
right	51	He turned to the right.	Se volvió a la derecha.
	51	Put your right hand up.	Levanta la mano derecha.
ripe	149	The beans have become ripe first.	Los frijoles han madurado primero.
river	57	The river is wider.	El río es más ancho.
roller skates	64	Did you wear roller skates or ice skates?	¿Usastes patines de ruedas o de nieve?
room	2	He's in Miss B's room.	El está en la clase de la Srta. B.
root	146	A root has started to grow.	Una raiz ha comenzado a nacer.
rope	133	She wanted to learn how to jump rope.	Ella quería aprender a saltar la cuerda.
rough	81	It's rough.	Es áspero.
round	24	Is this round or square?	¿Es ésto redondo o cuadrado?
row	74	They're going to row a boat.	Van a remar un bote.
rule	124	Yes, they need rules for sharing.	Sí, ellos necesitan reglas para compartir.
ruler	142	Jorge give Ed the ruler.	Jorge dale la regla a Ed.
run	13	Run to the table.	Corre a la mesa.
-s	4	I'm six years old.	Yo tengo seis años.
	8	He wants to read.	El quiere leer.
	8	He needs scissors.	El necesita tijeras.
	26	They're shirts.	Son camisas.

's	1	What's your name?	¿Cómo te llamas?
	2	Miss B's room	La clase de la Srta. B.
	11	Where's the ball?	¿Dónde está la bola?
	44	as large as Rosa's	tan grande como la de Rosa
	61	It's snowing.	Está nevando.
sad	121	He looks sad.	El parece triste.
safe	112	We can keep safe by not running in the hall.	Podemos mantenernos seguros si no corremos en el corredor.
salad	47	I like potato salad.	Me gusta la ensalada de papas.
same	27	They're the same size.	Son del mismo tamaño.
Saturday	134	It's Saturday.	Es sábado.
saw	134	He saw the boys flying kites.	El vió a los niños volando papalotes.
say	88	We can say, "Ten minus one."	Podemos decir, "Diez menos uno".
school	2	What school are you in?	¿En qué escuela estás?
scissors	8	He needs scissors.	El necesita tijeras.
sea	82	The lobster belongs in the group with the sea.	La langosta pertenece al grupo del mar.
seafood	82	The things with the sea are seafood.	Las cosas con el mar son alimentos marinos.
season	68	What season comes after fall?	¿Cuál estación sigue al otoño?
second	56	the second mountain	la segunda montaña
	56	He climbed that mountain second.	El escaló la montaña de segundo.
secret	84	Three plus the secret number equals five.	Tres más el número secreto es igual a cinco.
secretary	102	That's the secretary.	Esa es la secretaria.
seed	146	She has put the seed in the soil.	Ella ha puesto la semilla en la tierra.
see	134	What did he see?	¿Qué vió él?
send	143	Send the ruler to Juan.	Envia la regla a Juan.
set	21	That is a set of two.	Ese es un conjunto de dos.
	92	We are all setting our table.	Nosotros estamos poniendo nuestra mesa.
	131	We learn to set the clock.	Aprendemos a poner la hora.
seven	3	five, six, seven	cinco, seis, siete
seventeen	114	seventeen	diecisiete
seventh	58	the seventh mountain	la séptima montaña
seventy	103	seventy	setenta
several	139	Several of us find flying a kite hard to do.	Algunos de nosotros encontramos difícil volar papalotes.
shape	24	What shape is that?	¿De qué forma es eso?
share	37	We're sharing crayons.	Estamos compartiendo crayolas.
she	2	She's in first grade.	Ella está en primer grado.

shelter	76	What do they need shelter for?	¿Para qué necesitan vivienda ellos?
shine	62	The sun is shining.	El sol está brillando.
shirt	26	Those are shirts.	Esas son camisas.
shoes	27	Those are shoes.	Esos son zapatos.
short	52	Is Pete's line as short as Alice's?	¿Es la línea de Pete tan corta como la de Alice?
	112	Was that (sound) long or short?	¿Fué ese (sonido) largo o corto?
should	111	He should stop before he crosses the street.	El debería detenerse antes de cruzar la calle.
shouldn't	114	Why shouldn't we run in the hall?	¿Por qué no deberíamos correr en el corredor?
shovel, snow-	91	What do you do with a snow-shovel?	¿Qué haces con una pala para la nieve?
show	103	I'm showing you how she helps at school.	Les estoy enseñando como ella ayuda en la escuela.
sick	98	He is too sick to work today.	El está muy enfermo para trabajar hoy.
side	37	We're counting sides.	Estamos contando lados.
	58	How did Juan get to the other side of the river?	¿Cómo llegó Juan al otro lado del río?
sidewalk	91	You clean the sidewalk with it.	Tú limpias la acera con eso.
silly	122	They looked silly.	Ellos se ven cómicos.
sing	133	She wanted to learn how to sing a song.	Ella quería aprender como cantar una canción.
sister	41	That's Manuel's sister.	Esa es la hermana de Manuel.
sit	94	Some of them are sitting together.	Algunos de ellos están sentados juntos.
six	3	five, six, seven	cinco, seis, siete
sixteen	113	sixteen	dieciseis
sixth	57	Is the sixth river the widest?	¿Es el sexto río el más ancho?
sixty	103	sixty	sesenta
size	23	What size is that ball?	¿De qué tamaño es la bola?
skate	64	Did you skate outside?	¿Patinastes afuera?
	64	roller/ice skates	patines de ruedas/hielo
sky	62	Are there any clouds in the sky?	¿Hay nubes en el cielo?
sleep	73	Because he's going to sleep.	Porque él va a dormir.
	114	To get lots of sleep.	Para dormir mucho.
slowly	18	He walked slowly.	El caminó despacio.
small	44	Is Mark's family as small as Manuel's?	¿Es la familia de Mark tan pequeña como la de Manuel?
smooth	81	That's smooth.	Eso es liso.
snow	61	It's snowing.	Está nevando.
	72	Were they wearing snowpants before?	¿Tenían ellos puestos pantalones de nieve antes?
	73	Because he's going to play in the snow.	Porque el va a jugar en la nieve.

snowshovel	91	What do you do with a snowshovel?	¿Qué haces con una pala para la nieve?
snowy	61	It's a snowy day.	Es un día de nieve.
so	79	That family lives in a house and so does that one.	Esa familia vive en una casa y esa otra también.
	116	What do we have to do so all of us can color?	¿Qué tenemos que hacer para que todos podamos colorear?
	124	So the little boy gets a turn and doesn't feel bad.	Para que el niñito tenga un turno y no se sienta mal.
sock	27	Those are socks.	Esos son calcetines.
soft	112	Was that loud or soft?	¿Fué eso fuerte o bajo?
soil	146	She has put the seeds in the soil.	Ella ha puesto las semillas en la tierra.
some	42	some of them	algunos
	82	Some people on farms raise vegetables for food.	Alguna gente en las fincas cultivan vegetales para alimento.
somebody	109	There's somebody to earn money.	Hay alguien que gana dinero.
something	89	Is a camera something that everybody needs?	¿Es una cámara fotográfica algo que todos necesitan?
sometimes	66	It sometimes rains in fall.	algunas veces llueve en otoño.
song	133	She wanted to learn how to sing a song.	Ella quería aprender a cantar una canción.
sooner	118	If everybody helps we can go home sooner.	Si todos ayudan podemos irnos pronto a la casa.
sound	113	He's making a high sound.	El está haciendo un sonido alto.
south	69	South Pole	Polo Sur
spell	139	Some of us find spelling hard to do.	Algunos de nosotros encontramos difícil deletrear.
spring	67	Is it ever cold in spring?	¿Es a veces frío en primavera?
square	24	Is this round or square?	¿Es ésto redondo o cuadrado?
	39	Which group is making squares?	¿Cuál grupo está haciendo cuadrados?
start	146	A stem has started to grow.	Un tallo ha comenzado a nacer.
station, gas	97	They never work together in a gas station.	Ellos nunca trabajan juntos en la estación de gasolina.
stay	123	Because they wanted the boys to get quiet but they stayed noisy.	Porque ellas querían que los niños estuvieran callados pero ellos permanecieron haciendo ruido.
stem	146	A stem has started to grow.	Un tallo ha comenzado a nacer.

stop	18	Stop!	¡Pare!
store	19	Take Blink to the store.	Lleva a Blink a la tienda.
story	121	It's a happy story because the big boy shares.	Es un cuento felíz porque el niño grande comparte.
straight	51	Go straight ahead.	Siga recto.
strawberry	88	Strawberries can go in that group.	Las fresas pueden ir en ese grupo.
street	111	He should stop before he crosses the street.	El debería detenerse antes de cruzar la calle.
string	53	Ned's string is longer.	La cuerda de Ned es más larga.
subtract	139	By subtracting.	Restando.
subtraction	139	Many of us find subtraction easy to do.	Muchos de nosotros encontramos fácil restar.
sugar beet	84	Are there any sugar beets on the map of Michigan?	¿Hay algunas remolachas en el mapa de Michigan?
suit, swim	73	He's going to put on his swimsuit.	Se va a poner su traje de baño.
summer	46	We need light clothes in summer.	Necesitamos ropa fresca en verano.
	46	Some of them are summer clothes.	Alguna es ropa de verano.
sun	62	The sun is shining.	El sol está brillando.
Sunday	132	Wink showed Paul where to put Sunday.	Wink le mostró a Paul donde colocar el domingo.
sunlight	146	She has put the planter in the sunlight.	Ella ha puesto la maceta a la luz del sol.
sunny	62	It's a sunny day.	Es un día de sol.
sure	126	He probably likes to be sure.	A él probablemente le gusta estar seguro.
sweep	33	I'm sweeping the floor.	Estoy barriendo el pizo.
swim	73	Because he's going to swim.	Porque va a nadar.
	86	They're things people wear when they go swimming.	Son cosas que la gente usa cuando va a nadar.
swimsuit	73	He's going to put on his swimsuit.	El se vá a poner su traje de baño.
swing	89	Is a swing something that everybody needs?	¿Es un columpio algo que todos necesitan?
table	11	It's on the table.	Está sobre la mesa.
take	14	Take the paste there.	Lleva la goma allá.
	54	Does it take Paul as long to walk to school as it does Bill?	¿Tarda John lo mismo que Bill en caminar hasta la escuela?
take care of	108	I have to take care of the family.	Tengo que cuidar a la familia.
take out	141	Take out a balloon.	Saca un globo.
take turns	117	To be fair we should take turns.	Para ser justos deberíamos tomar turnos.

taken	149	The beans have taken longer to grow.	Los frijoles se han demorado más para crecer.
talk	102	The principal talks to parents.	El director habla a los padres.
tape	143	Take the tape to Susie.	Llévale la cinta a Susie.
taught	131	You taught us to tell time.	Nos enseñastes a decir la hora.
teach	31	She's teaching.	Ella está enseñando.
teacher	31	What's the teacher doing?	¿Qué está haciendo la maestra?
teeth	136	We learn how to brush our teeth.	Aprendemos a lavarnos los dientes.
telephone	89	Is a telephone something that everybody needs?	¿Es un teléfono algo que todos necesitan?
television	94	We watch television together.	Nosotros vemos juntos televisión.
tell	129	It's important to tell others what you think.	Es importante decirle a otros lo que piensas.
	141	We can tell by lifting it.	Sabremos levantándolo.
ten	4	eight, nine, ten	ocho, nueve, diez
	101	two tens, three tens	dos decenas, tres decenas
tent	77	Those people live in tents.	Esa gente vive en carpas.
tenth	63	It's the tenth one.	Es la décima.
Texas	83	Farmers in Texas don't raise a lot of celery.	Los agricultores en Texas no cultivan mucho apio.
than	47	I like cherry pie better than apple pie.	Me gusta más el pastel de cereza que el de manzana.
	53	closer to Pete's than to Jo's	más cerca de Pete que de Jo
	99	Jose earned more money than James.	José ganó más dinero que James.
that	21	That's a ball.	Esa es una bola.
	21	What's that?	¿Qué es eso?
	21	What's in that?	¿Qué hay en eso?
	23	That ball.	Esa bola.
	88	Corn is a food that we can add to that group.	El maíz es una alimento que podemos agregar a ese grupo.
the	11	Where's the ball?	¿Dónde está la bola?
their	92	Joe is setting their table by himself.	Joe está poniendo sola la mesa de ellos.
them	42	some of them	algunos
themselves	93	What jobs do they do by themselves?	¿Qué trabajos hacen ellos solos?
then	54	First he ____. Then he ____.	Primero él ____. Después él ____.
there	14	Take the paste there.	Lleva la goma allá.
	62	There are a lot of clouds in the sky.	Hay muchas nubes en el cielo.
	83	Some farmers there raise pigs.	Algunos agricultores crían cerdos ahí.
these	26	What are these?	¿Qué son éstos?

they	26	They're shirts.	Son camisas.
	34	What are they doing?	¿Qué están haciendo ellos?
	36	They're counting points.	Están contando puntos.
thing	81	What are the things in that group?	¿Qué son las cosas en ese grupo?
	89	Clothes are things that everybody needs.	La ropa es algo que todos necesitan.
think	122	I think he feels sad.	Yo creo que él se siente triste.
third	56	the third mountain	la tercera montaña
	56	He climbed ___ third.	El escaló ____ de tercero.
thirteen	112	thirteen	trece
thirty	101	thirty	treinta
	131	It's six-thirty.	Son las seis y treinta.
this	21	This is a block.	Este es un bloque.
	21	What's in this?	¿Qué hay en esto?
	23	This ball.	Esta bola.
those	26	What are those?	¿Qué son esos?
	46	Those are light clothes.	Esa es ropa fresca.
	77	Those people live in igloos too.	Esa gente vive en chozas de esquimales también.
thought	123	I thought they acted silly.	Me parecieron cómicos.
three	1	one, two, three	uno, dos, tres
	17	He wrote a three.	El escribió un tres.
through	58	He went through the tunnel.	Fué por el tunel.
Thursday	133	It's Thursday.	Es jueves.
time	78	all the time	todo el tiempo
	128	What time is it?	¿Qué hora es?
	149	How many times has the farmer harvested each this year?	¿Cuántas veces el agricultor ha cocechado este año cada una?
tire	136	We can also find out how to change a tire.	También aprendemos como cambiar una llanta.
tired	144	The family got tired.	La familia se cansó.
to	7	I want to read.	Quiero leer.
	13	Go to the table.	Ve a la mesa.
	43	All of them belong to the same family.	Todos pertenecen a la misma familia.
	49	All families need houses to live in.	Toda familia necesita casa para vivir.
	51	to the right	a la derecha
	52	close to the desk	cerca del escritorio
	52	from the desk to the door	del escritorio a la puerta
	107	He works in a store to earn money.	El trabaja en una tienda para ganar dinero.
	169	There's nobody to take care of the house.	No hay nadie que cuide la casa.
	143	Show it to us.	Muestránoslo.
today	61	Today is a rainy day.	Hoy es un día lluvioso.
together	37	They're working together.	Están trabajando juntos.
	86	These go together.	Estas van juntas.

tomato	47	These are tomatoes.	Estos son tomates.
	47	I like lettuce and tomato salad.	Me gusta la ensalada de lechuga y tomate.
too	77	Those people live in igloos too.	Esa gente vive en chozas de esquimales también.
	98	He's too old to work with them.	Es muy viejo para trabajar con ellos.
	143	Maybe he blew it up too much.	Tal vez ella lo inflό demasiado.
took	19	He took Blink to the store.	El llevό a Blink a la tienda.
took out	141	He took out the balloon.	El sacό el globo.
top	138	It comes to the top.	Llega hasta arriba.
towel	9	a paper towel	una toalla de papel
towel, dish	91	What do you do with a dish towel?	¿Qué haces con un limpión?
town	58	He went through the town.	El atravesό el pueblo.
toy	116	Everybody doesn't have a toy.	No todos tienen un juguete.
tractor	136	We can find out how to drive a tractor.	Podemos averiguar como manejar un tractor.
trailer	77	Most of them live in houses, but a few live in trailers.	La mayoría viven en casas, pero algunos viven en casas-remolque.
travel	87	People who travel often use that kind of shelter.	La gente que viaja a menudo usa esa clase de vivienda.
tree	67	That's a tree.	Eso es un árbol.
triangle	38	Are you making a triangle?	¿Estás haciendo un triángulo?
truck	6	I have a truck.	Yo tengo un camión.
try	127	It's probably important to John to try a lot.	Tal vez es importante para John tratar mucho.
Tuesday	133	It's Tuesday.	Es martes.
tunnel	58	He went through the tunnel.	Fué por el tunel.
turkey	83	Some farmers there raise turkeys.	Algunos agricultores crían pavos ahí.
turn	51	Which way did he turn?	¿Hacia dónde se volvió?
	104	Lu helped when it was her turn.	Lu ayudό cuando fué su turno.
	117	To give everybody a turn.	Para darle a cada uno un turno.
T.V.	89	Is a T.V. something that everybody needs?	¿Es una televisión algo que todos necesitan?
twelve	112	twelve	doce
twenty	101	twenty	veinte
two	1	one, two, three	uno, dos, tres
	17	He wrote a two.	El escribió un dos.
type	137	The secretary's job is to type letters.	El trabajo de la secretaria es escribir cartas a máquina.

uncle	42	That's my uncle.	Ese es mi tío.
up	51	Put your left hand up.	Levanta la mano izquierda.
	92	Did you pick up the blocks by yourself?	¿Recogistes los bloques tú solo?
up, blow	141	He blew it up.	El la sopló.
up, fill	141	Fill up the bag.	Llena la bolsa.
us	48	all of us	todos nosotros
use	17	What did he use?	¿Qué usó él?
	17	He used an eraser.	El usó un borrador.
usually	66	It's usually hot in summer.	Usualmente hace calor en verano.
vacation, on	78	Some families live on house-boats when they're on vacation.	Algunas familias viven en casas-botes cuando están de vacaciones.
vegetables	81	The things in that group are vegetables.	Las cosas en ese grupo son vegetales.
very	96	They buy food very often.	Ellos compran alimento muy a menudo.
visitor	102	The principal talks to the visitors.	El director habla a los visitantes.
volunteer	126	Why else do you think John volunteers a lot?	¿Por qué más crees que John se ofrece tanto de voluntario?
wait	111	He should wait for a green light.	El debería de esperar por la luz verde.
walk	13	Walk to the table.	Camina hasta la mesa.
want	7	I want to read.	Quiero leer.
	8	He wants to read.	El quiere leer.
warm	67	Is it ever warm in spring?	¿Hace calor a veces en primavera?
was	63	Was it sunny yesterday?	¿Fué ayer un día de sol?
	71	He wasn't wearing a coat.	El no estaba usando un abrigo.
wash	91	What's he going to wash?	¿Qué va a lavar él?
watch	94	We watch television together.	Vemos juntos televisión.
water	138	She has put water in the planter.	Ella ha puesto agua a la maceta.
way	51	Which way did he turn?	¿Hacia qué lado se volvió?
we	36	We're listening.	Estamos escuchando.
wear	49	All families need clothes to wear.	Toda la familia necesita usar ropa.
weather	63	Is the weather the same today as it was yesterday?	¿Está hoy el tiempo como estuvo ayer?

week	132	It's the first day of the week.	Es el primer día de la semana.
Wednesday	133	It's Wednesday.	Es miércoles.
went	18	He went to school.	El fué a la escuela.
were	63	There were a lot of clouds in the sky.	Habían muchas nubes en el cielo.
	72	Were they wearing snowpants?	¿Estaban ellos usando pantalones de nieve?
wet	61	It's a wet day.	Es un día humedo.
what	1	What's your name?	¿Cómo te llamas?
	6	What do you have?	¿Qué tienes?
	76	What else do they need shelter for?	¿Para qué más necesitan vivienda?
	77	What kind of shelter do those people live in?	¿En qué tipo de vivienda vive esa gente?
	102	He found out what the secretary does.	El averiguó lo que hace la secretaria.
wheat	149	The farmer has planted the wheat.	El agricultor ha sembrado el trigo.
when	68	When is it hot in Michigan?	¿Cuándo hace calor en Michigan?
	78	Some families live on houseboats when they're on vacation.	Algunas familias viven en casas-botes cunado están de vacaciones.
where	3	Where do you live?	¿Dónde vives?
	11	Where's the ball?	¿Dónde está la bola?
	87	People use that shelter in places where it's always cold.	La gente usa esa vivienda en lugares donde siempre hace frío.
	106	Find out where his father works.	Averigua dónde trabaja su papá.
which	24	Which one is big?	¿Cuál es grande?
	39	Which group is making squares?	¿Cuál grupo está haciendo cuadrados?
white	29	Are those clothes white?	¿Es esa ropa blanca?
who	38	Who's making a circle?	¿Quién está haciendo un círculo?
	101	I don't know who erased the chalkboard.	No sé quién borró la pizarra.
whole	117	Two halves make a whole.	Dos mitades hacen un todo.
whose	53	Whose string is longer?	¿De quién es la cuerda más larga?
	106	Find out whose family that is.	Averigua de quién es esa familia.
why	71	Why is he wearing a coat?	¿Por qué estás usando un abrigo?
	107	Find out why the father works in a store.	Averigua por qué el padre trabaja en una tienda.
wide	57	That river is wider.	Ese río es más ancho.
will	128	John will probably volunteer a lot.	Probablemente John ofrecerá mucho ser voluntario.

wind	62	The wind is blowing.	Hace viento.
window	12	I am next to the window.	Estoy a la par de la ventana.
windy	62	It's a windy day.	Es un día ventoso.
Wink	2	Her name is Wink.	Ella se llama Wink.
winter	46	We need heavy clothes in winter.	Necesitamos ropa abrigada en invierno.
	46	Some of them are winter clothes.	Alguna es ropa de invierno.
with	21	He plays with it.	Juega con el.
	81	The apples belong in the group with the trees.	Las manzanas pertenecen al grupo de los árboles.
	82	Some people with boats catch fish.	Alguna gente pesca con botes.
	93	What work do you do with other people?	¿Qué trabajo haces con otra gente?
without	82	Some people without boats catch fish.	Alguna gente pesca sin botes.
wood	49	It's made of wood.	Está hecho de madera.
wooden	49	It's a wooden house.	Es una casa de madera.
wore	64	She wore roller skates.	Ella usó patines de ruedas.
work	32	She's working.	Ella está trabajando.
	93	What work do you do with other people?	¿Qué trabajo haces con otra gente?
would	113	He would get hurt.	el podría herirse.
write	7	I want to write.	Quiero escribir.
written	148	She has written the numerals.	Ella ha escrito los numerales.
wrote	17	He wrote a one.	El escribió un uno.
years	4	I am six years old.	Tengo seis años.
yellow	28	Those clothes are yellow.	Esa ropa es amarilla.
yes	16	Yes. He pasted.	Sí. El engomó.
	22	Yes, it is. (a set)	Sí es. (un conjunto)
yesterday	63	Was it sunny yesterday?	¿Hacía sol ayer?
you	2	What grade are you in?	¿En qué grado estás?
	33	What are you doing? (singular)	¿Qué estás haciendo? (singular)
	36	What are you doing? (plural)	¿Qué están haciendo? (plural)
	91	What do you do with a snow-shovel?	¿Qué haces con una pala para la nieve?
young	98	He's too young to work with them.	El es muy joven para trabajar con ellos.
your	1	What's your name?	¿Cómo te llamas?
yours	53	Yours is closer.	El tuyo está más cerca.
yourself	92	Did you pick up the blocks by yourself or did Ray help you?	¿Recogistes los bloques tú solo o te ayudó Ray?
yourselves	93	What jobs do you do by yourselves?	¿Qué trabajos hacen Uds. solos?
zero	43	It has zero children.	Tienen cero niños.

ART SUPPLEMENT

Blink

Wink

Wink and Blink are camel puppets. Wink is a girl and Blink is a boy. They may be hand-sewn or machine stitched. Some of the pieces, such as the eyes and eyelids, may be glued on. Both puppets can be made from the same pattern. To differentiate them, Blink, the boy puppet, has a collar and bow tie. Wink, the girl puppet, has a ruffle around her neck and a bow on top of her head.

If you have sewn before, you may have scraps for which the patterns can be easily used. If you have not sewn at all, purchasing felt squares and using the pattern layout accompaning the pattern would be most convenient and economical.

Any combination of fabrics or colors may be used. The original puppets were made of scraps of camel hair wool and cotton. Other puppets were made completely of felt squares. Both materials worked equally well. Following is a list of materials that were used to make a puppet from scraps and a puppet from felt squares:

Materials	Scraps
Head, ears, nose, jaw, eyelids	heavy camel hair wool
Inner mouth, eyes	medium-weight olive green cotton
Bow, pupil of eyes	light-weight turquoise blue cotton
Collar	white cotton muslin
Ruffle	white cotton organdy

Felt Squares

Head, ears, nose, jaw, eyelids----------two squares of gold felt
Inner mouth, eyes----------one square of green felt
Bow, pupil of eye----------one square of orange felt
Collar and ruffle----------one square of white felt

Squares of felt may be purchased at a fabric store for about 15¢ each.

You will need at least three or four colors to make the puppet colorful.

HOW TO MAKE WINK AND BLINK

1. Read each pattern piece, cut out and lay on material. Pin pattern pieces in place on material and cut out.

2. Sew head pattern according to directions on the pattern.

3. Sew seams on ears. Turn right side out. Place at downward angle in slits (see picture) and sew in place.

4. Pin and sew dart in nose, right sides together; trim excess material; press seam open.

5. Sew jaw in place on head.

6. Sew inner and upper mouth together at seam line. Then sew seamed inner mouth to nose and jaw at seam line.

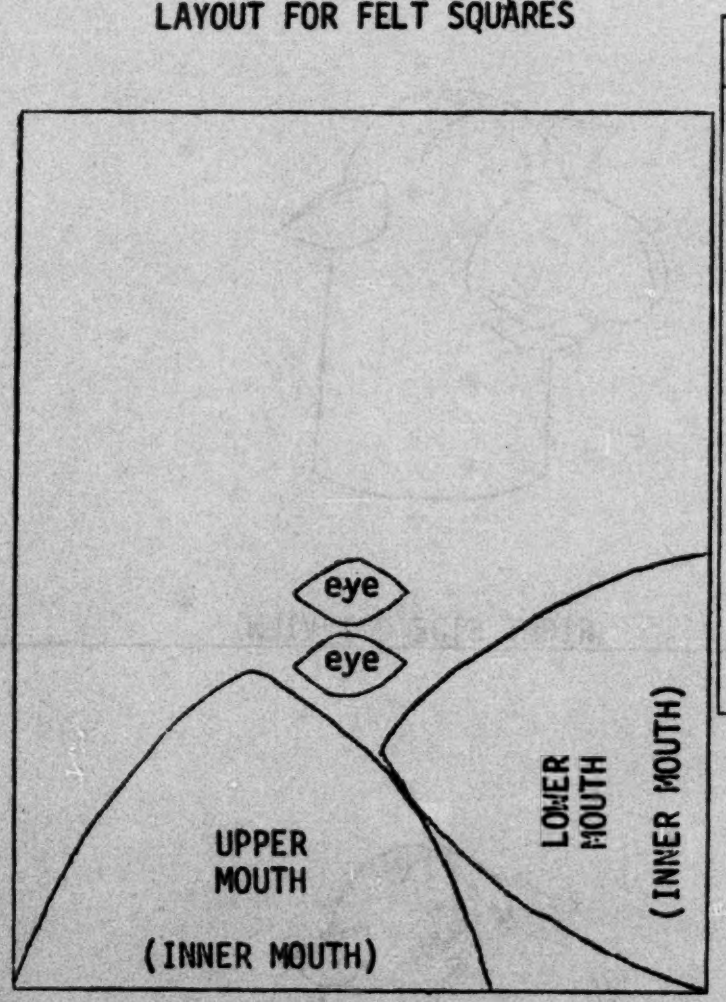
7. a.) Place eyes on head and stitch or glue in place. (Hint: place low and close to nose to give the heavy-lidded look of a camel.)
   b.) Place fringed eyelid above eye and stitch or glue in place.

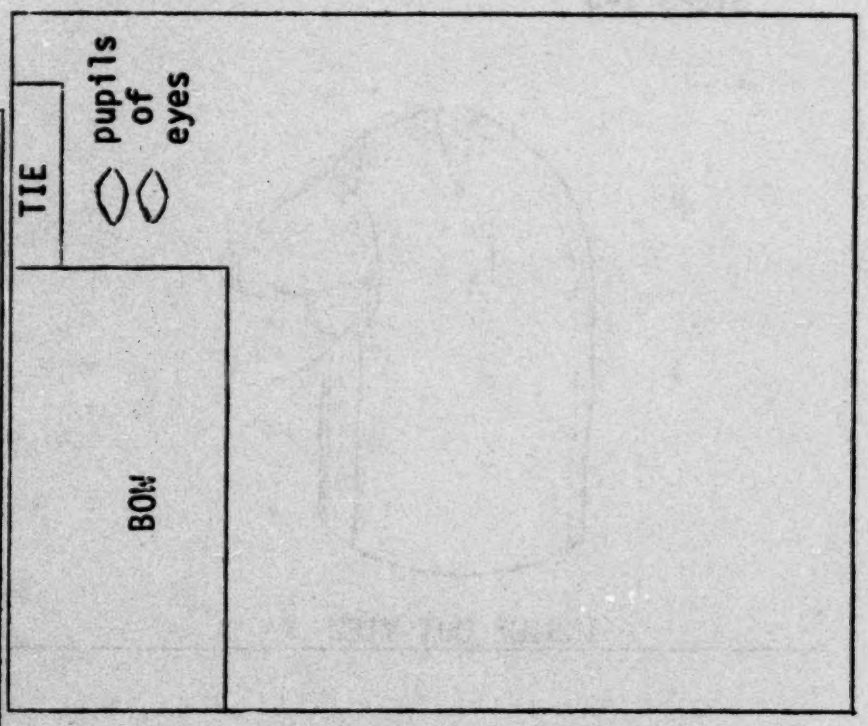
8. Gather ruffle; adjust gathers to form even distribution. Stitch to neck.

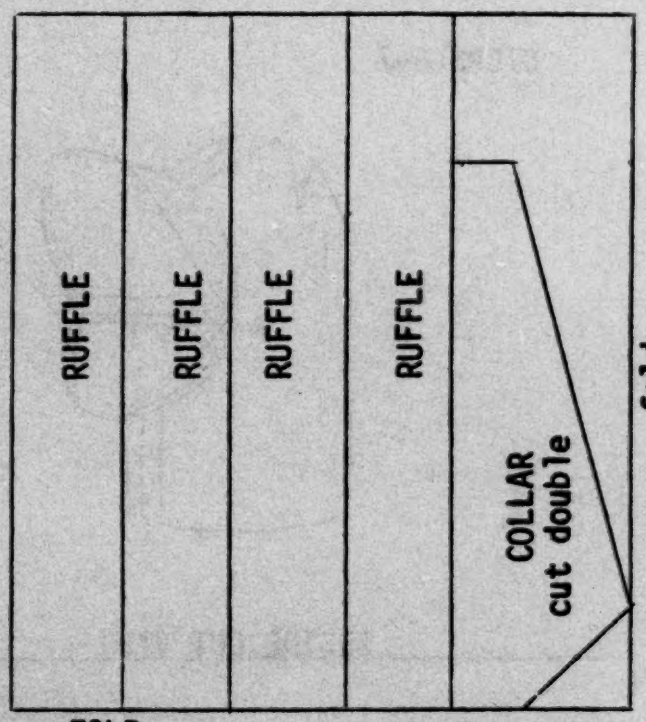
9. Place collar on neck, adjust, and stitch in place.

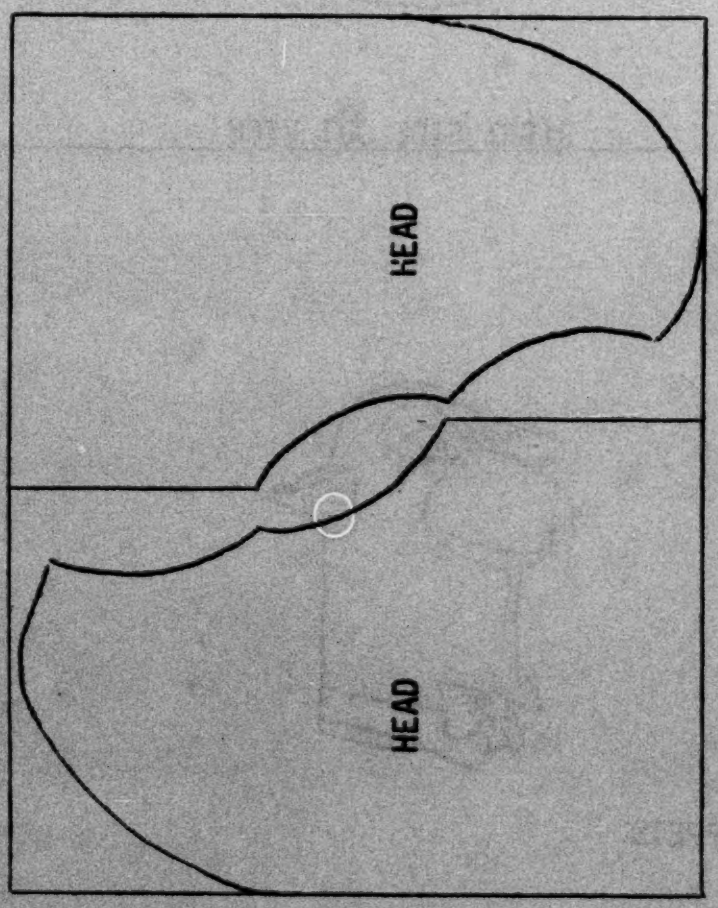
10. Fold bow slightly in center and secure with the center tie. Stitch center tie in place. Put bow on collar of Blink or head of Wink and stitch in place.

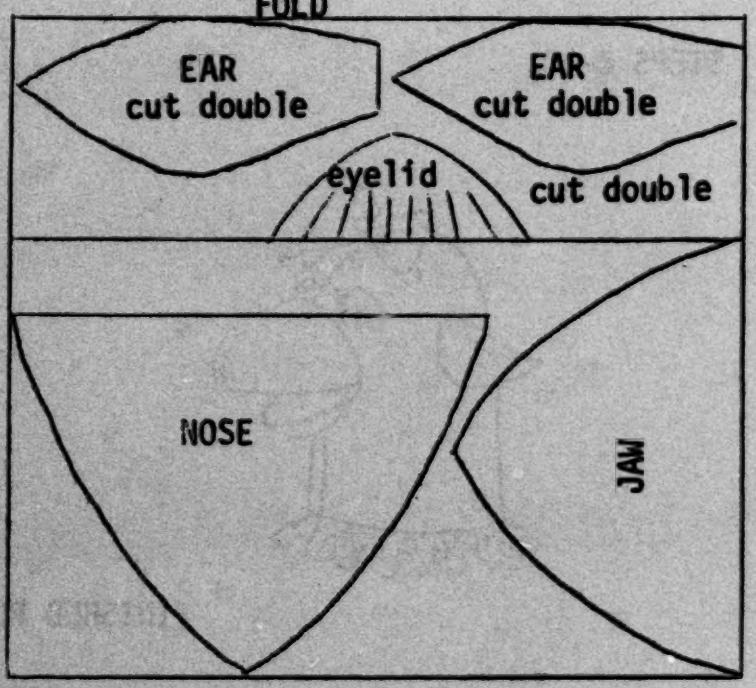
LAYOUT FOR FELT SQUARES



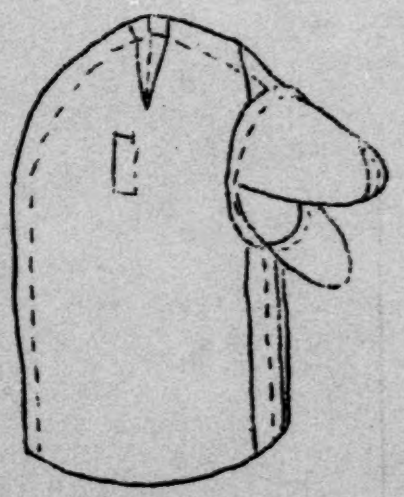




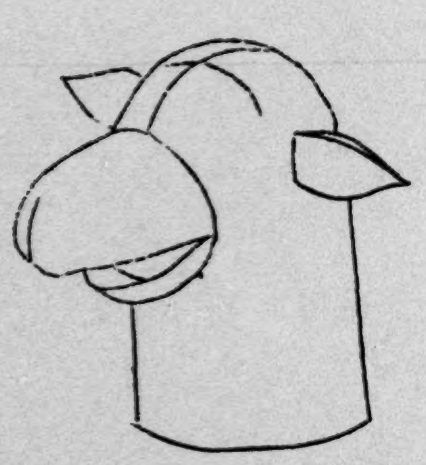




STEPS 1-5

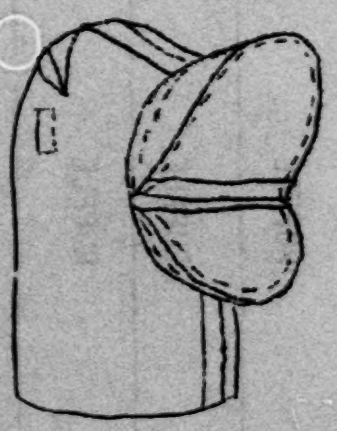


INSIDE OUT VIEW



RIGHT SIDE OUT VIEW

STEPS 6-7



INSIDE OUT VIEW

RIGHT SIDE OUT VIEW

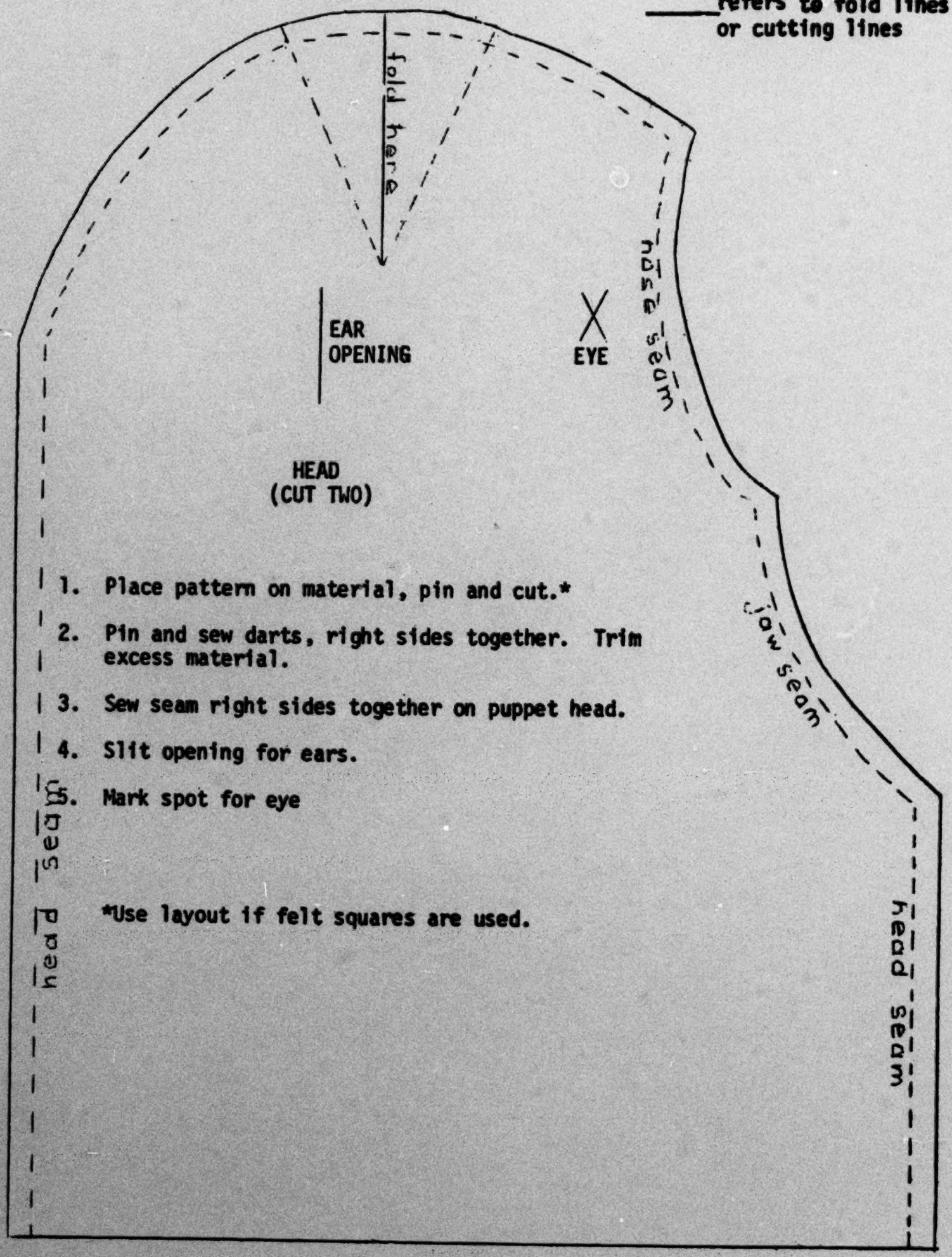
STEPS 8-10

FINISHED PUPPETS

READ PATTERN PIECES FOR HELPFUL SUGGESTIONS

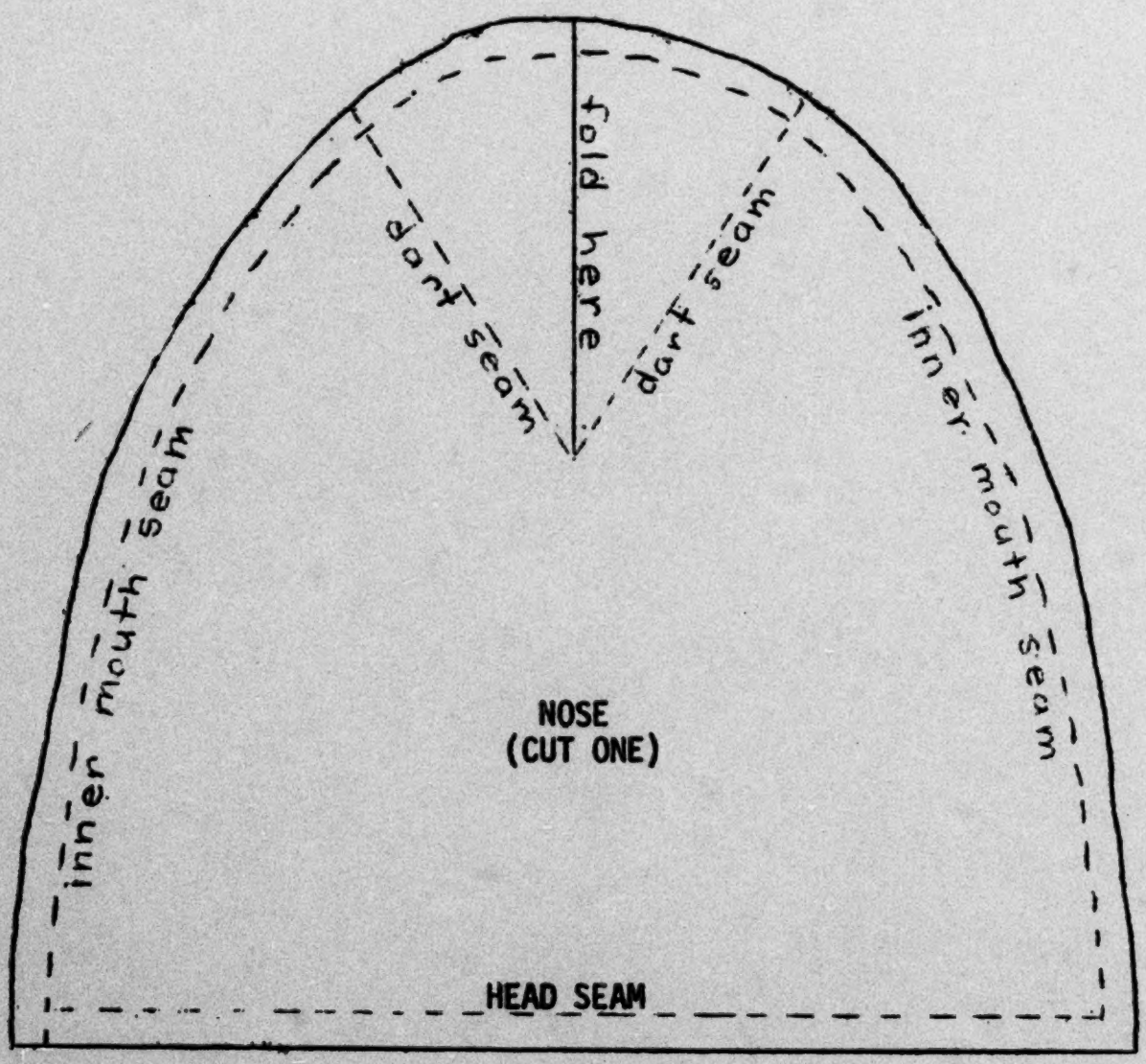
------refers to seam lines

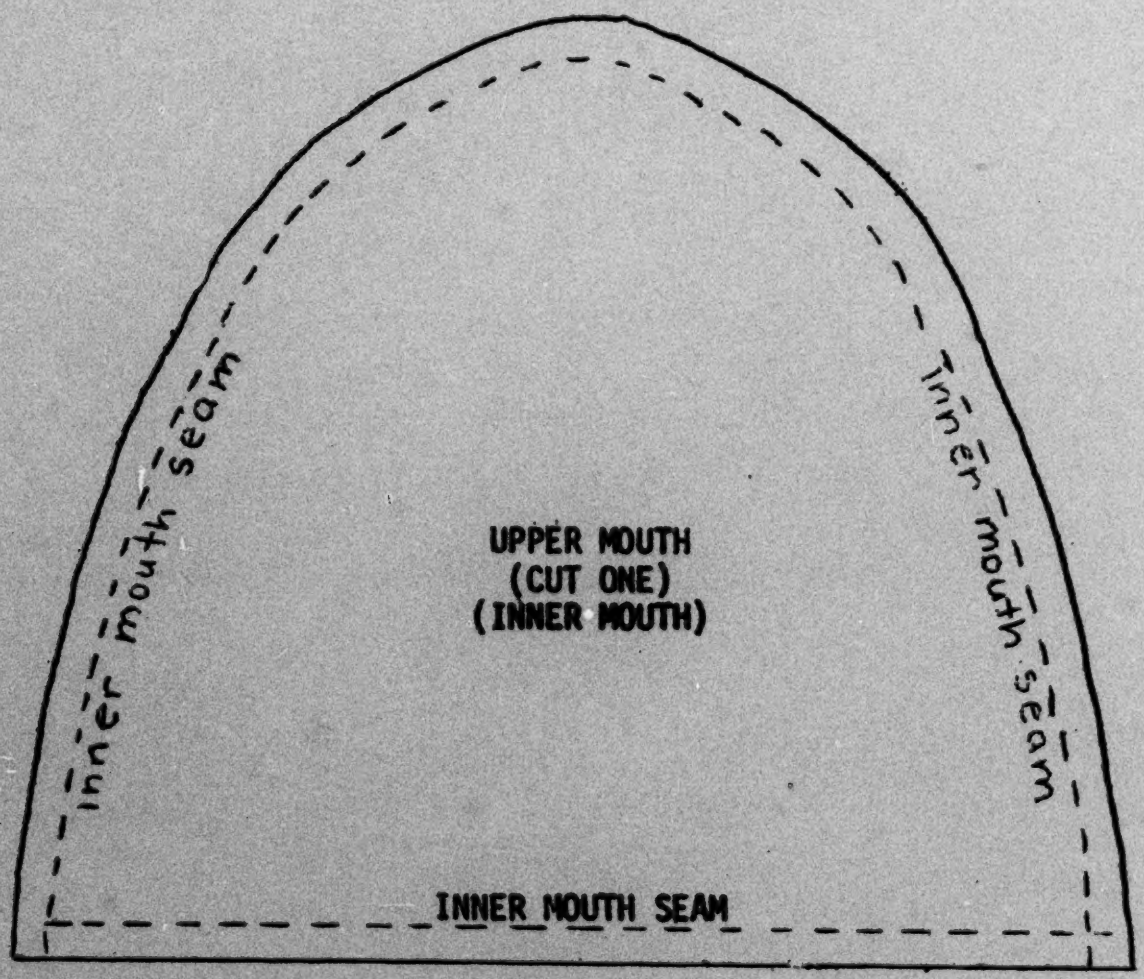
_____refers to fold lines or cutting lines

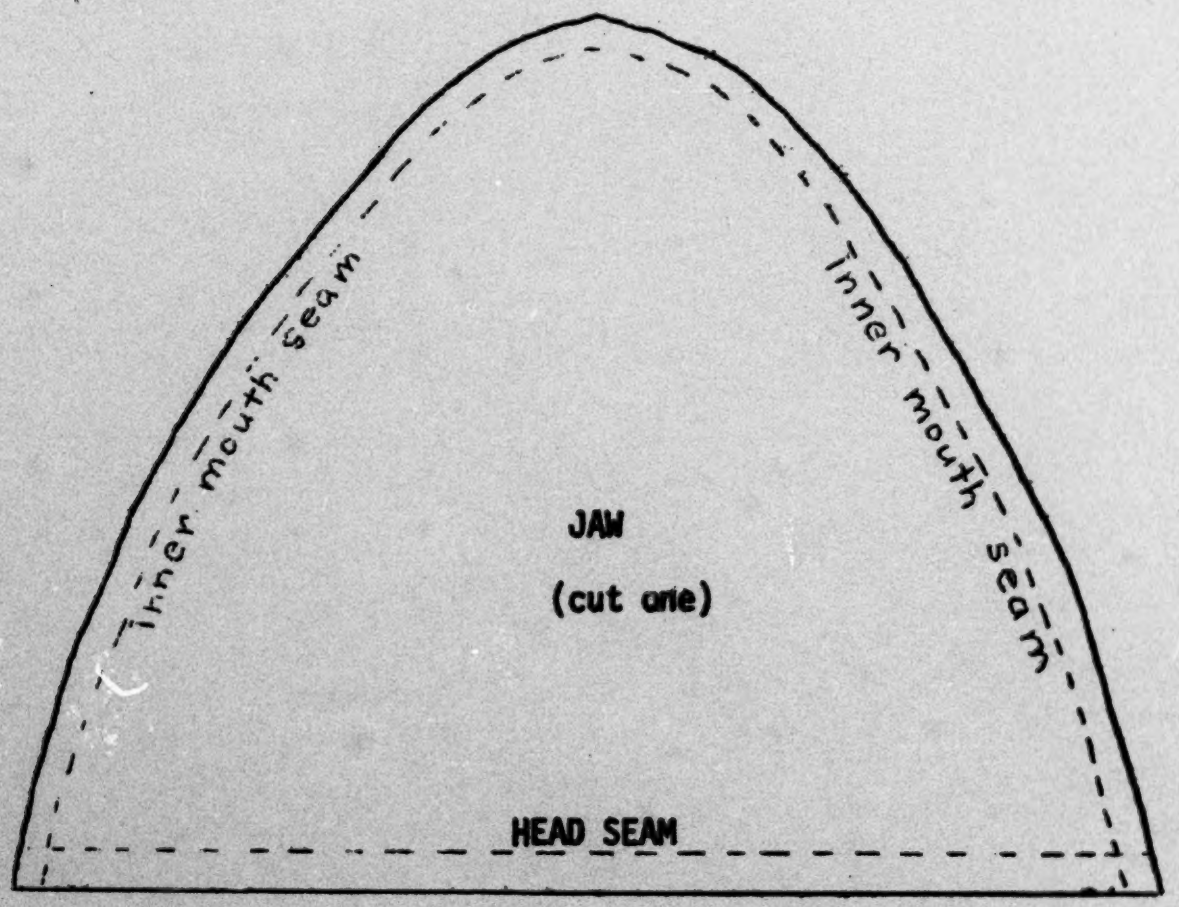


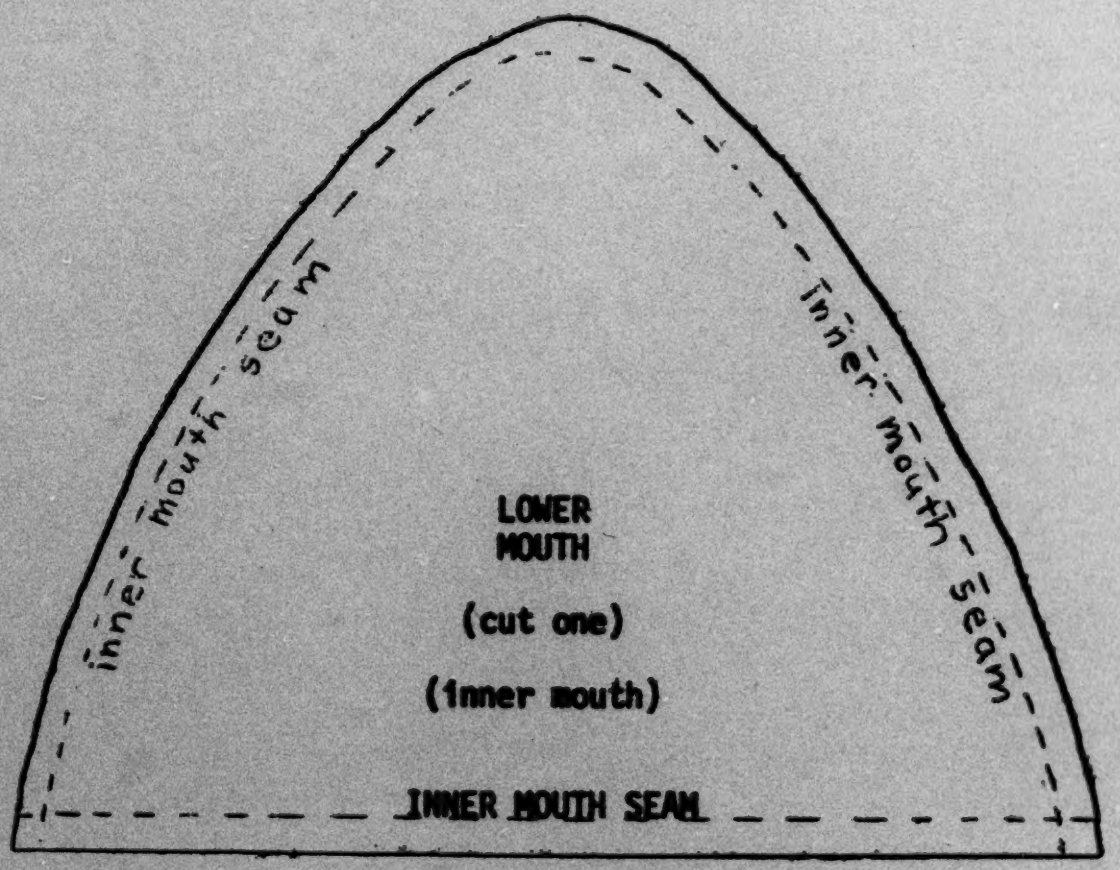
1. Place pattern on material, pin and cut.*
2. Pin and sew darts, right sides together. Trim excess material.
3. Sew seam right sides together on puppet head.
4. Slit opening for ears.
5. Mark spot for eye

*Use layout if felt squares are used.


fold here
dart seam
dart seam
inner mouth seam
inner mouth seam
NOSE
(CUT ONE)
HEAD SEAM


Inner mouth seam
Inner mouth seam
UPPER MOUTH
(CUT ONE)
(INNER MOUTH)
INNER MOUTH SEAM


inner mouth seam
inner mouth seam
JAW
(cut one)
HEAD SEAM


inner mouth seam
inner mouth seam
LOWER
MOUTH
(cut one)
(inner mouth)
INNER MOUTH SEAM

BOW

FOR

WINK'S HAIR

OR

BLINK'S COLLAR

(cut two)

WINK'S RUFFLE (cut four lengths)

CENTER TIE FOR BOW
(cut two)

top
EYE
(cut two)

eyelid
(cut two)
fringe

top
pupil of
eye

(cut two)

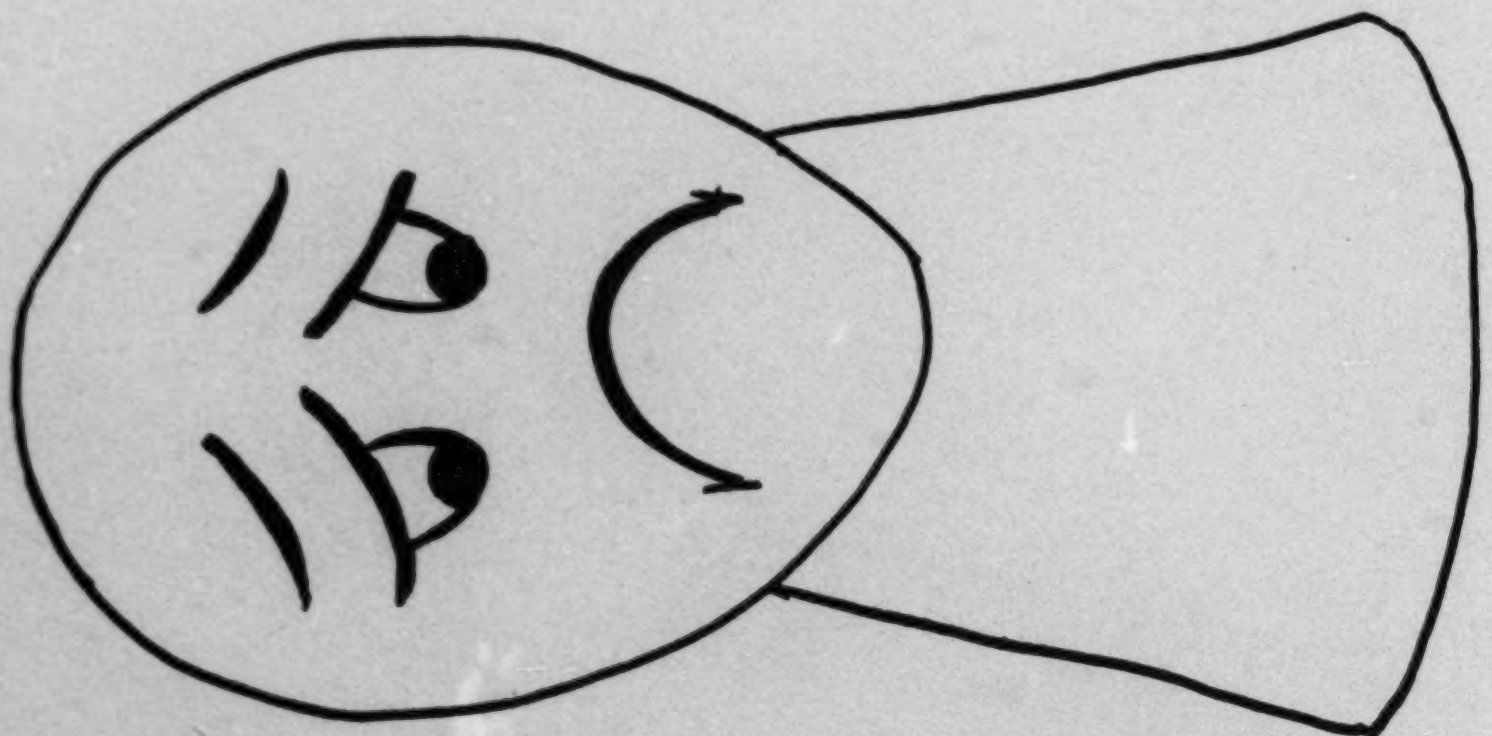
BLINK'S COLLAR

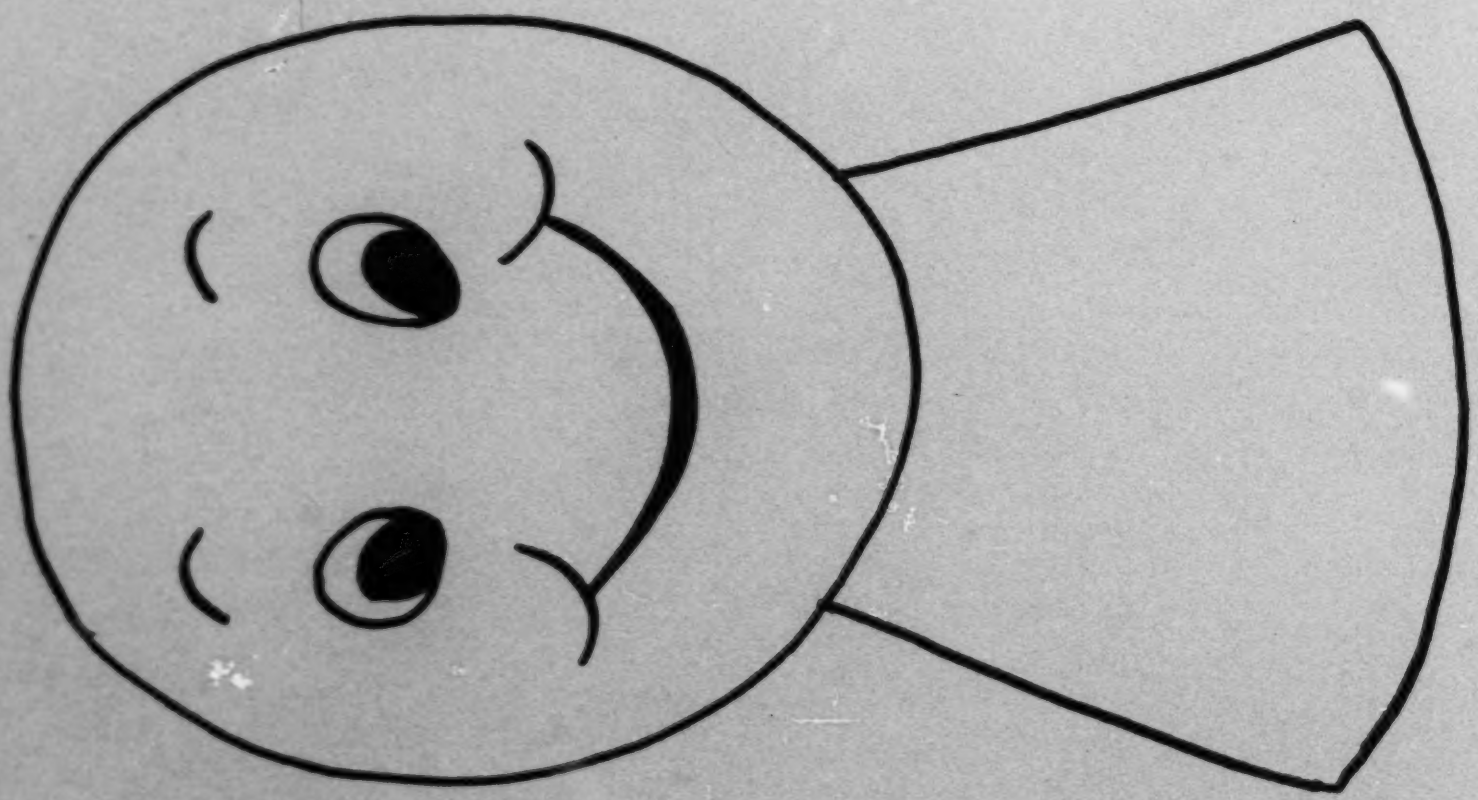
(cut two)

EAR

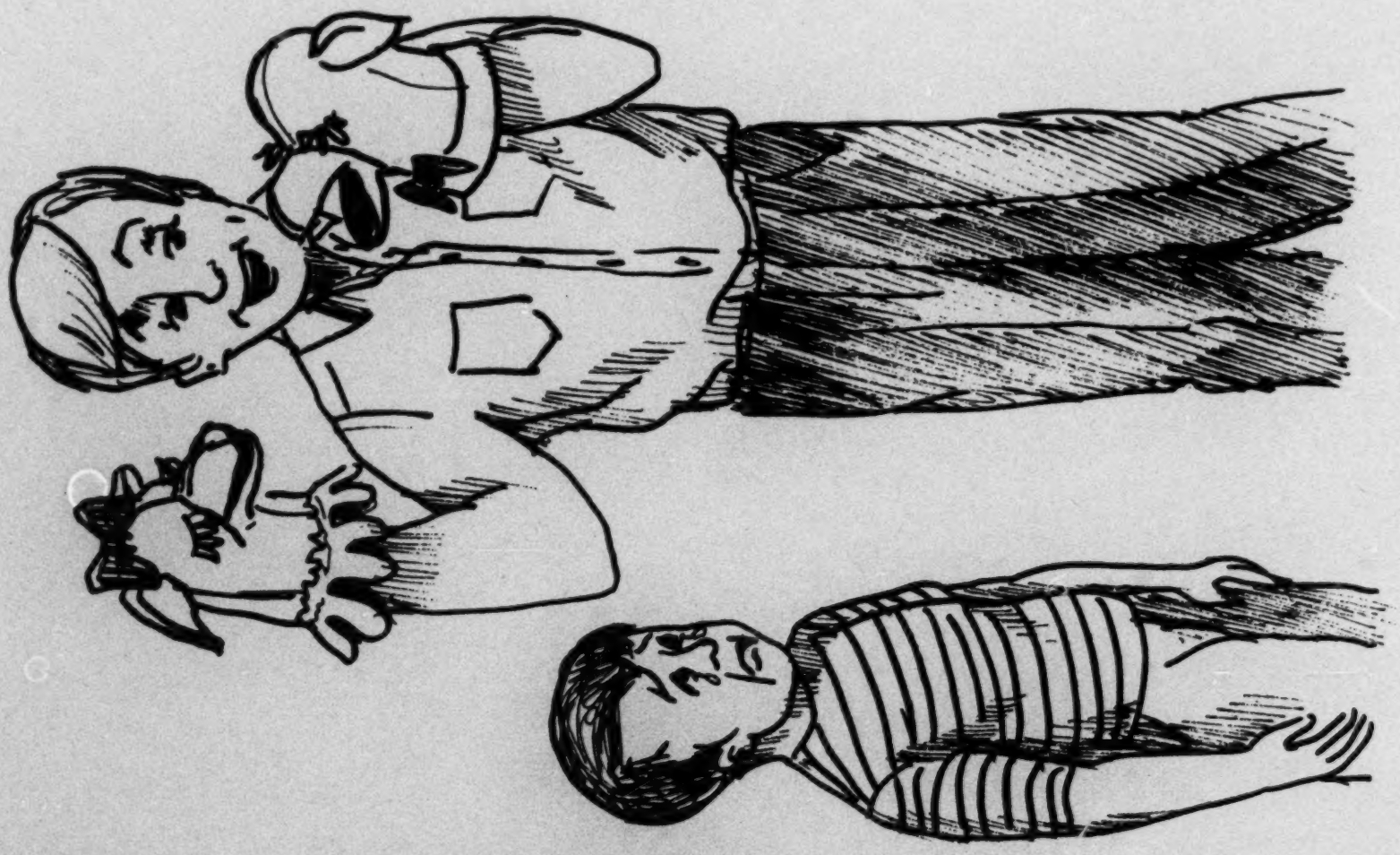
(cut two)

Spanish Activities 1 supporting Lessons 121, 126

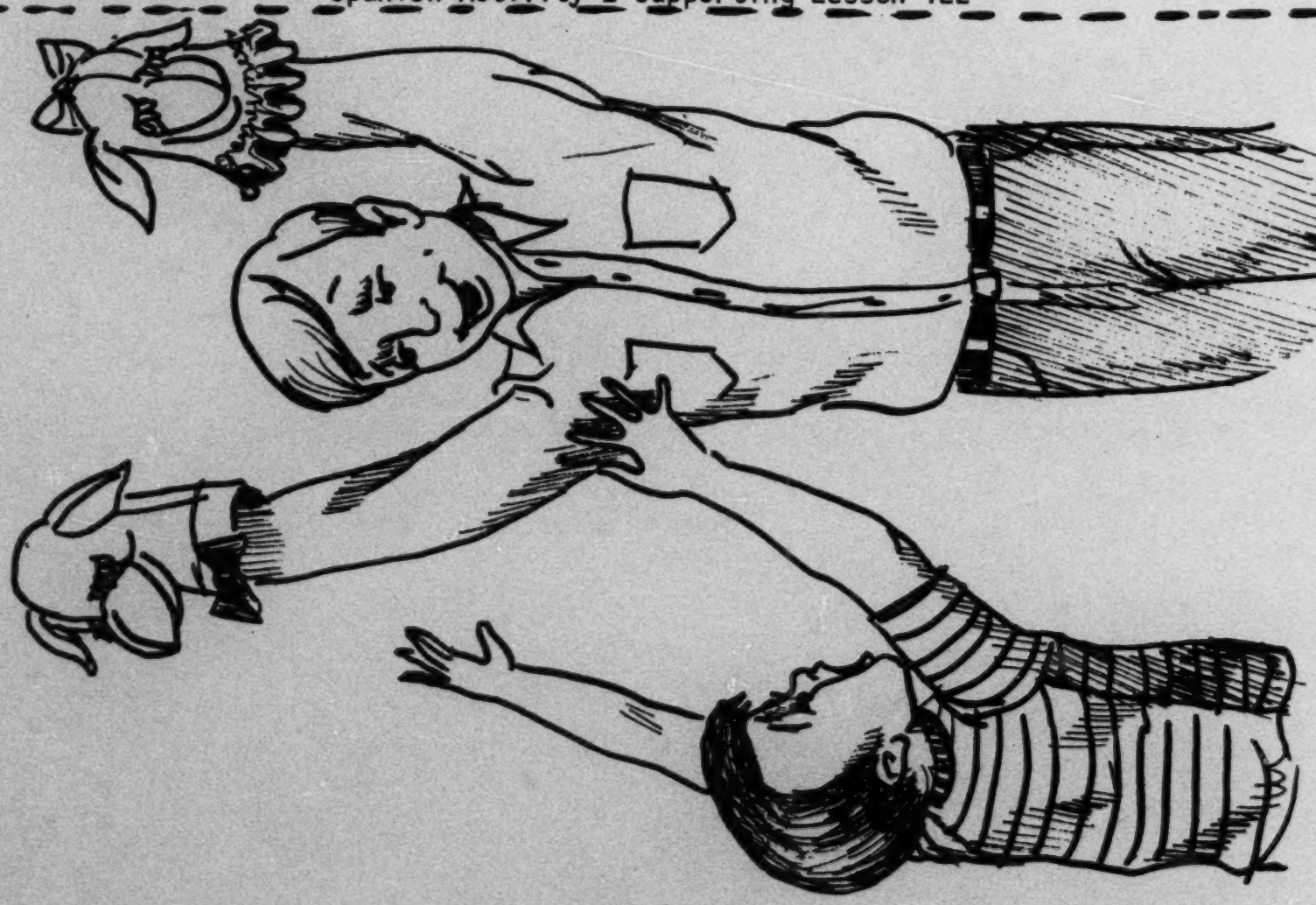




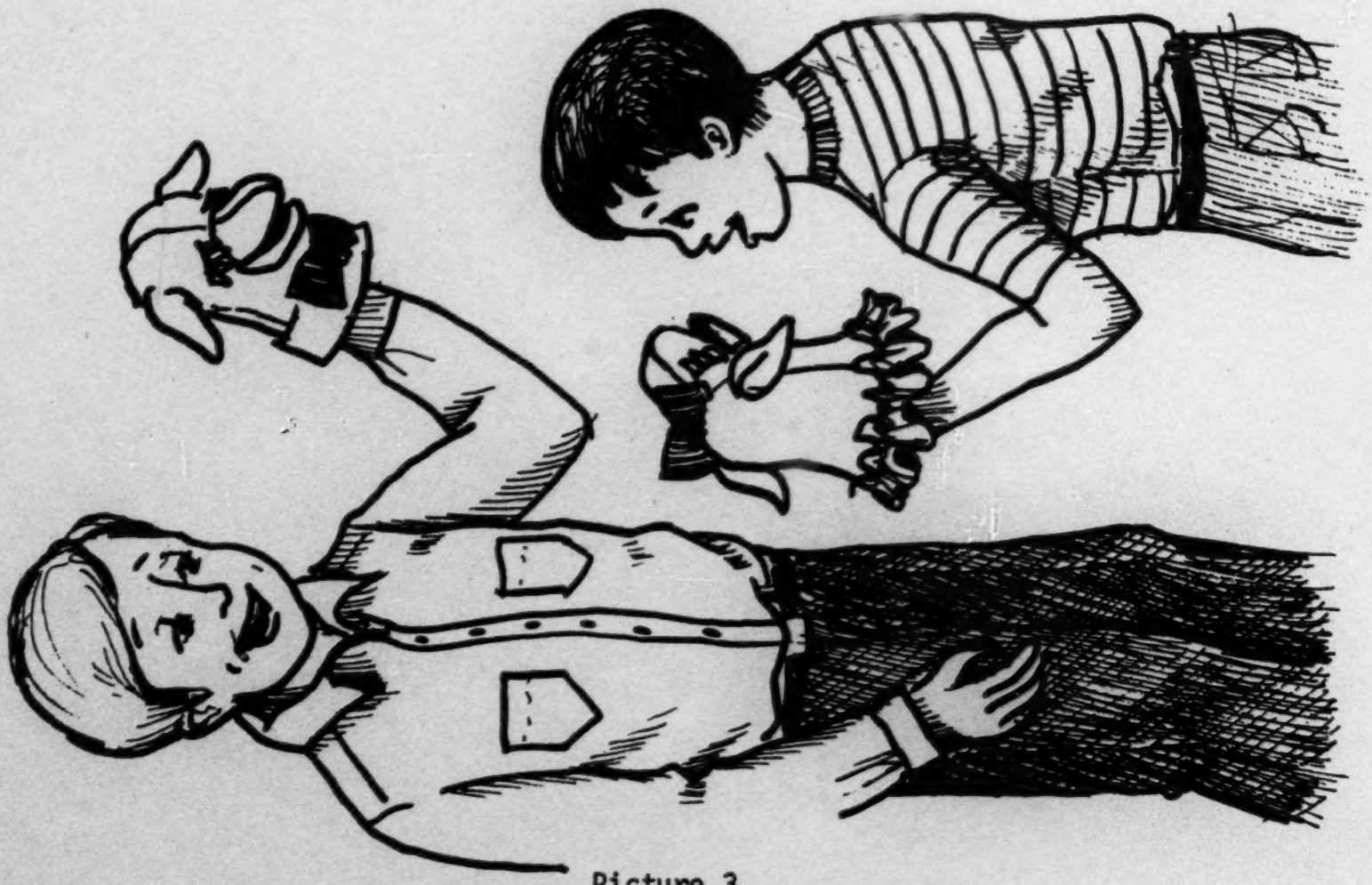
Spanish Activity 2 supporting Lesson 122



Picture 1
Lessons 121, 122, 123
Spanish Activity 2 supporting Lesson 122

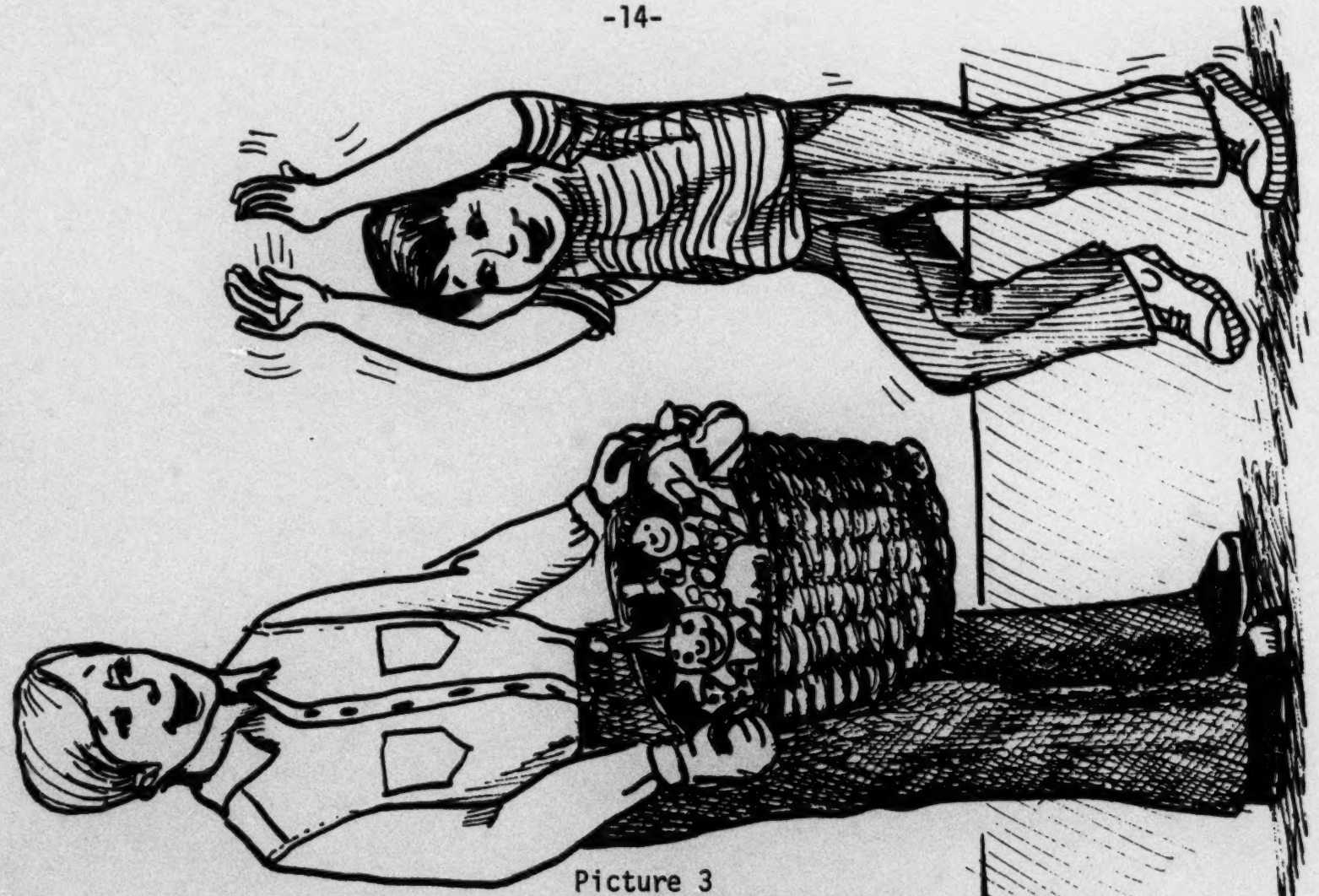


Picture 2
Lessons 121, 124



Picture 3
Lesson 121
Spanish Activity 2 supporting Lesson 122

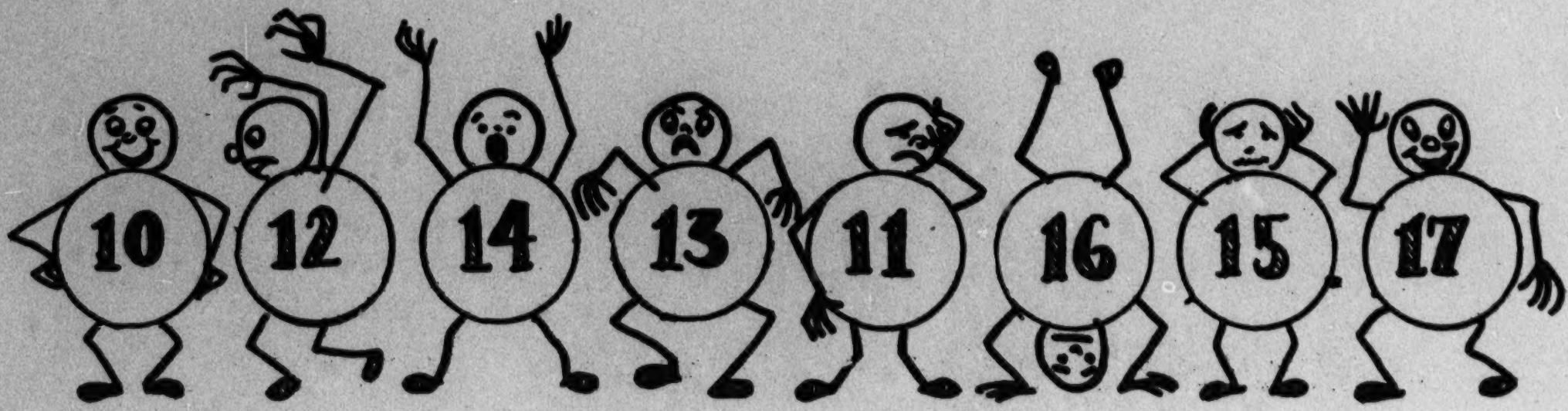
Picture 2
Lessons 122, 123
Spanish Activity 2 supporting Lesson 122



Picture 3
Lessons 122, 123

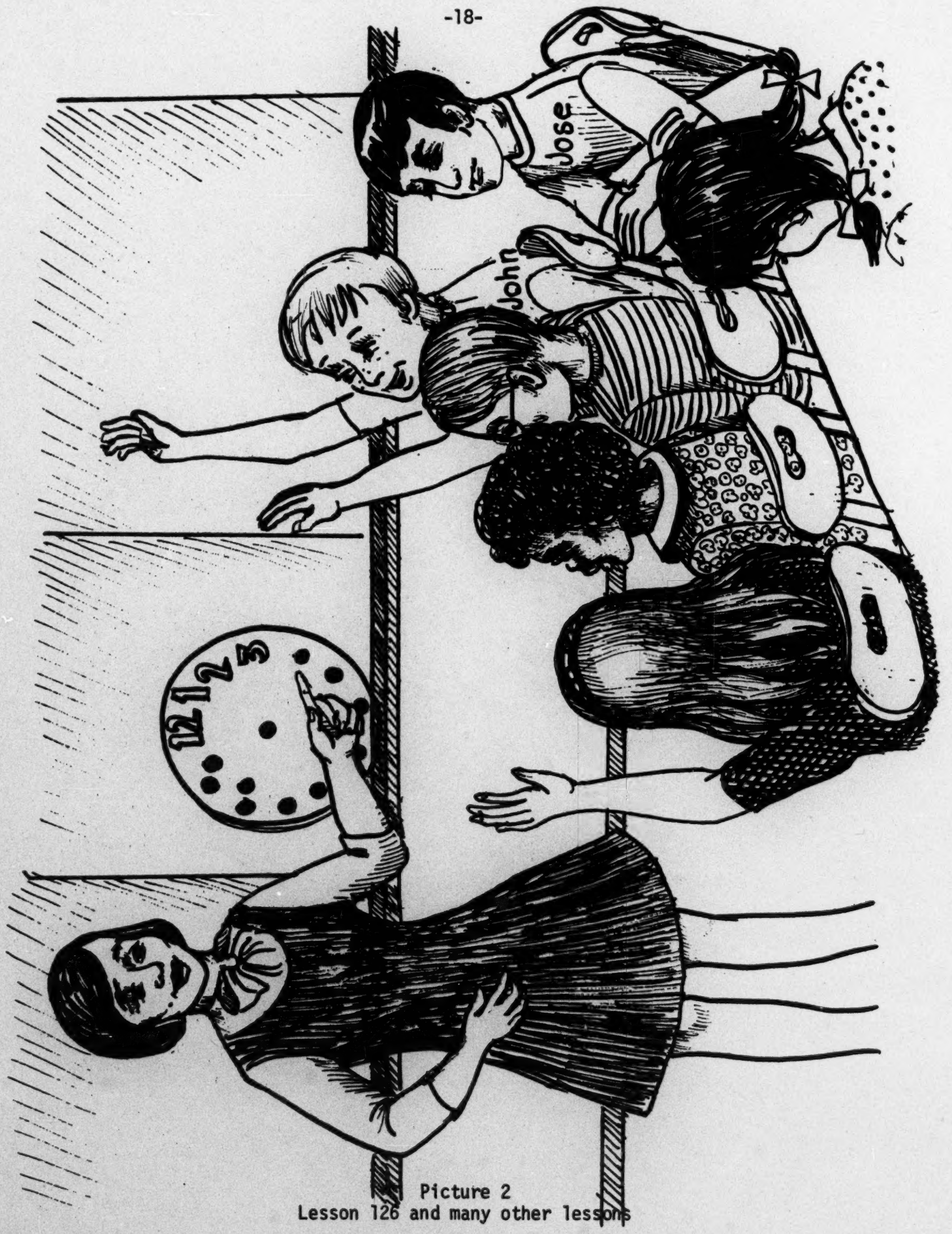
Picture 4
Lessons 122, 123

Lessons 123, 124
Spanish Activity 4 supporting Lesson 124


10
12
14
13
11
16
15
17

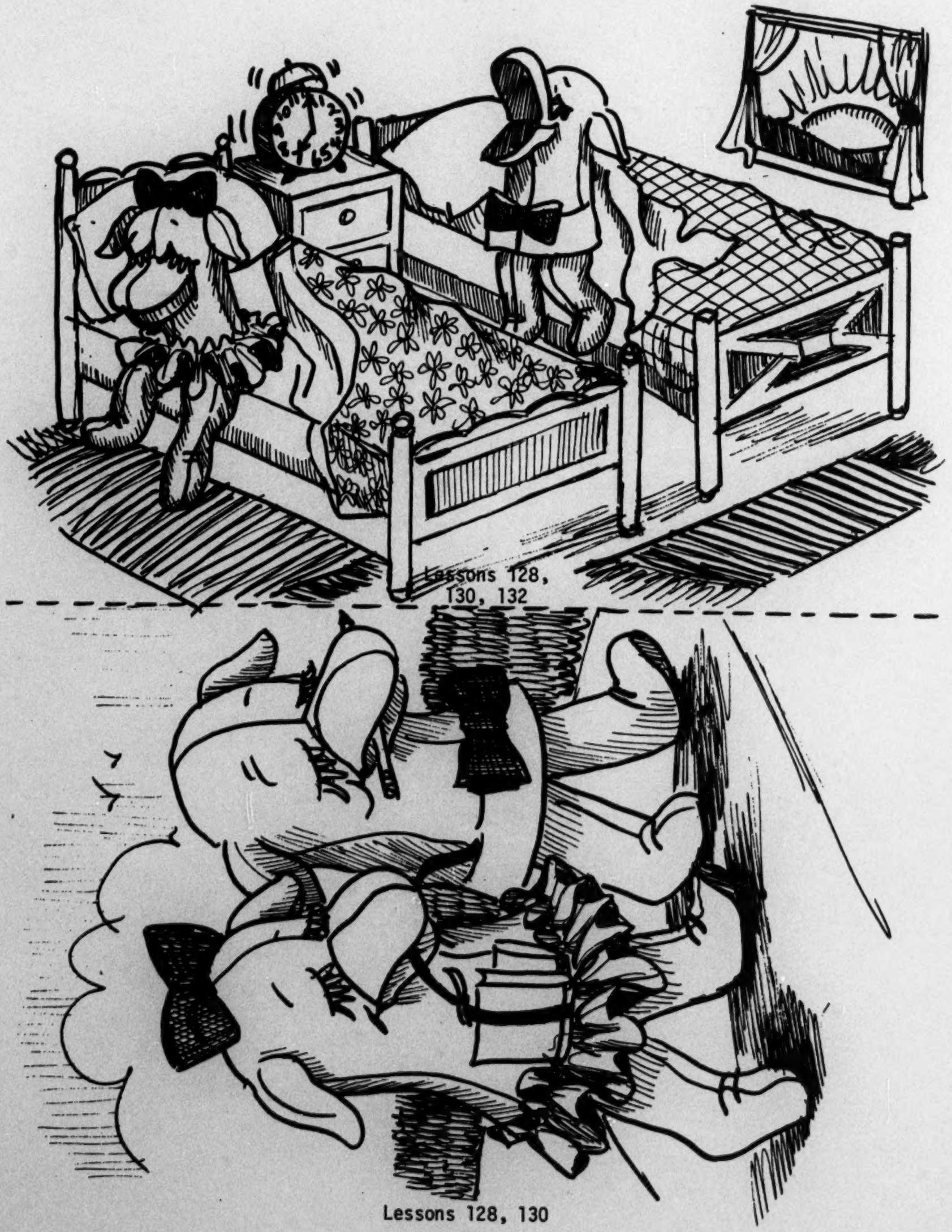
12
14
13
11
16
15

Picture 1
Lesson 126 and many other lessons



Picture 2
Lesson 126 and many other lessons

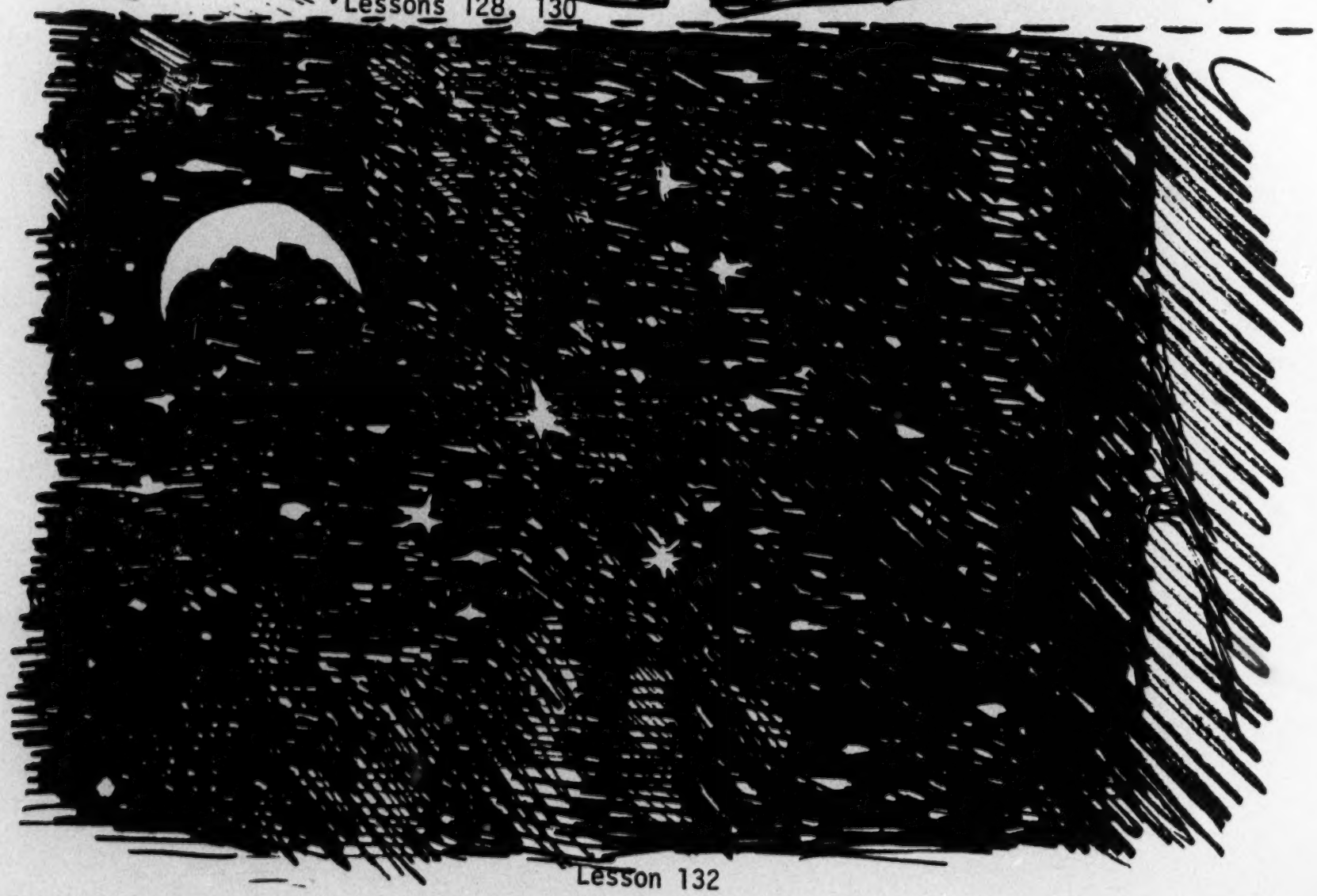
John
Jose



Lessons 128,
130, 132

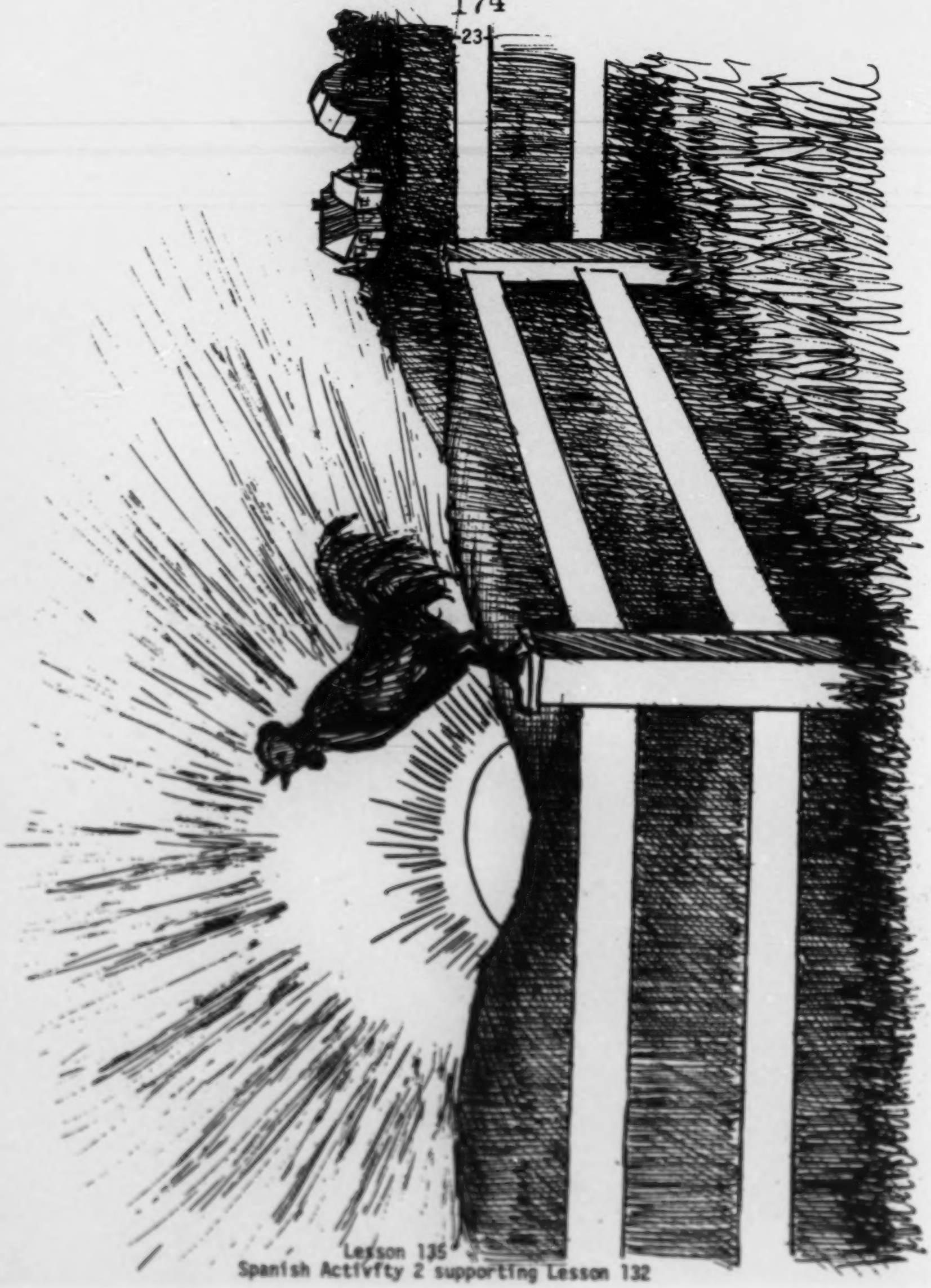
Lessons 128, 130

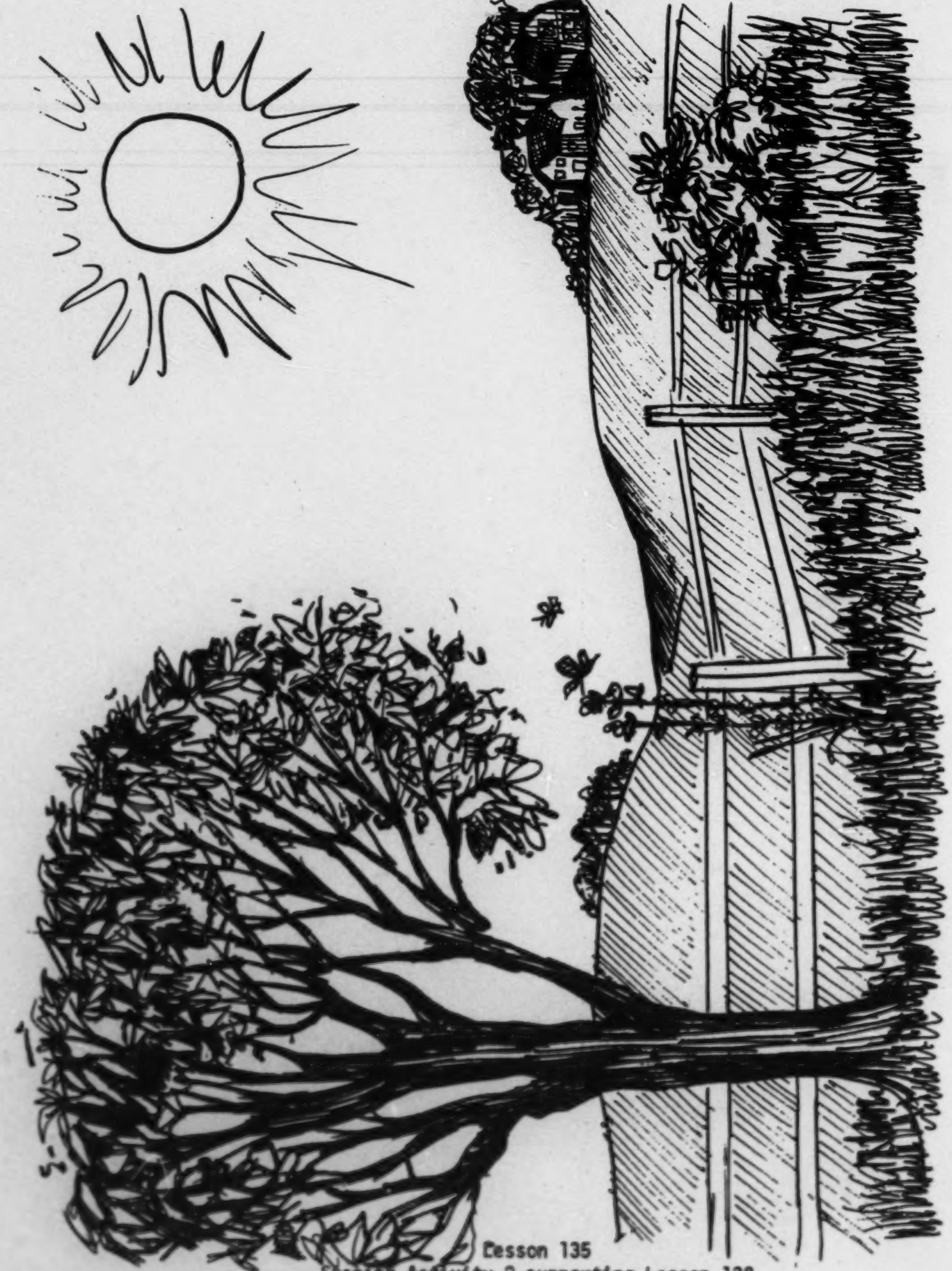
Lessons 128, 130



Lesson 132

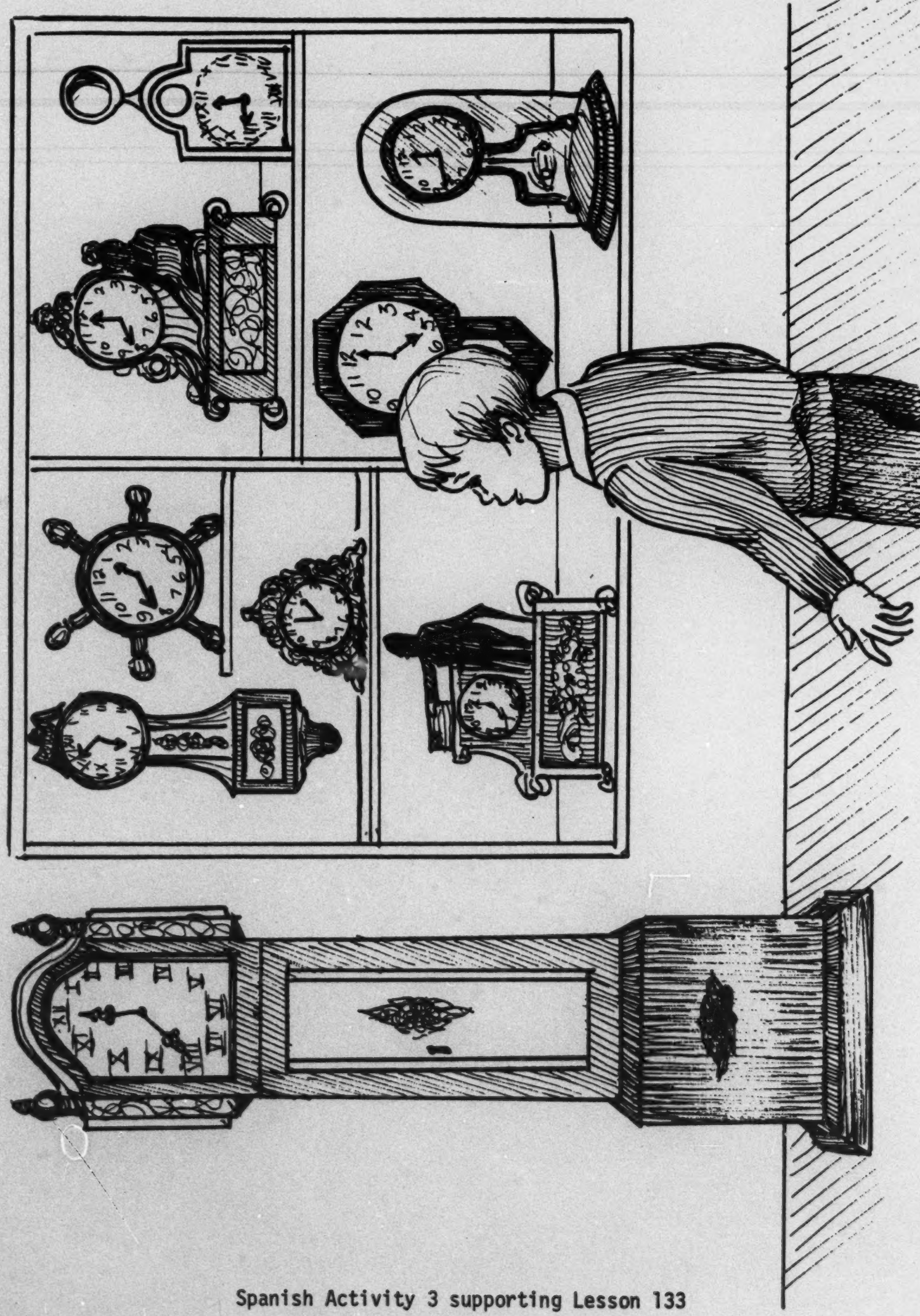
Lesson 129



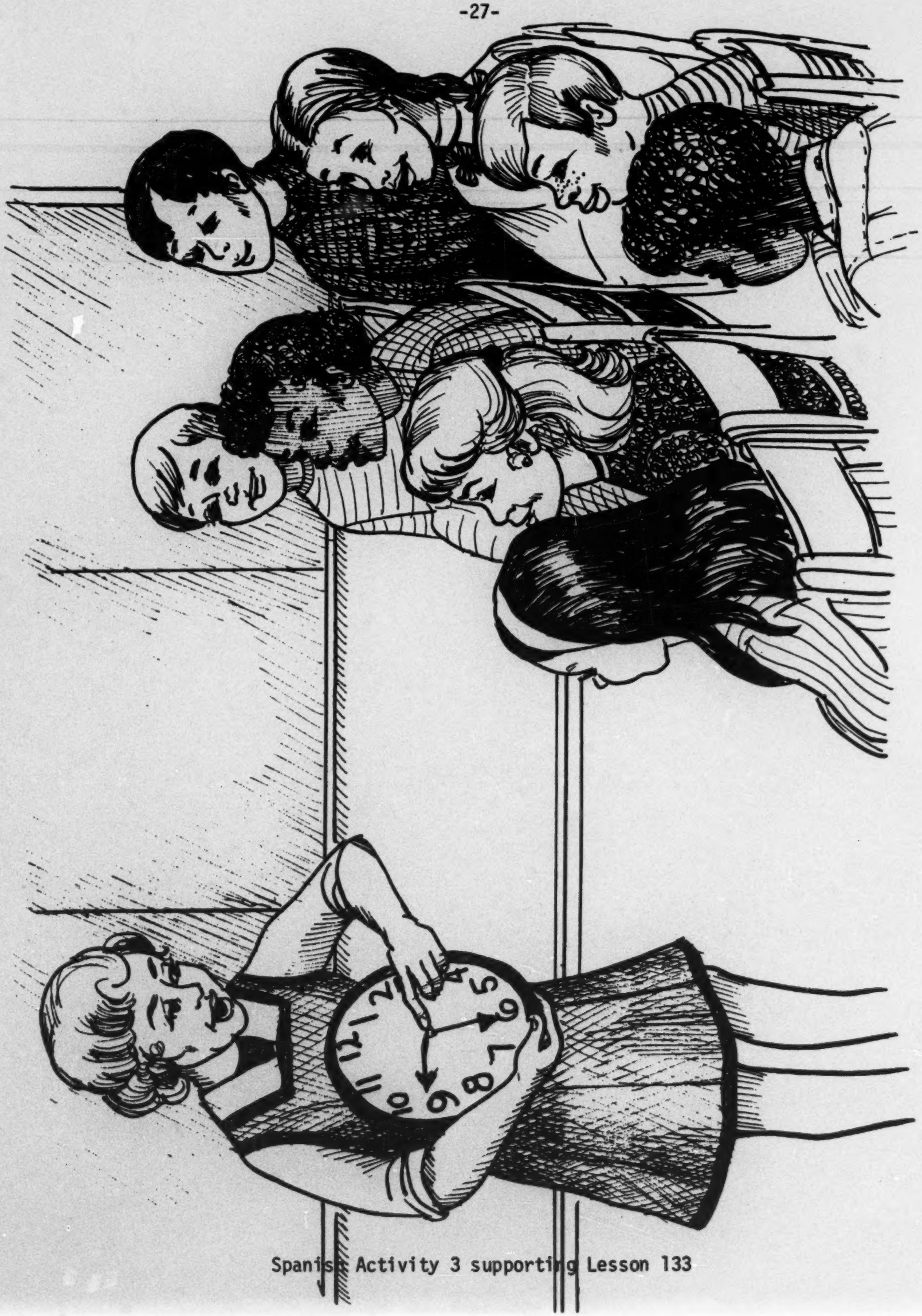


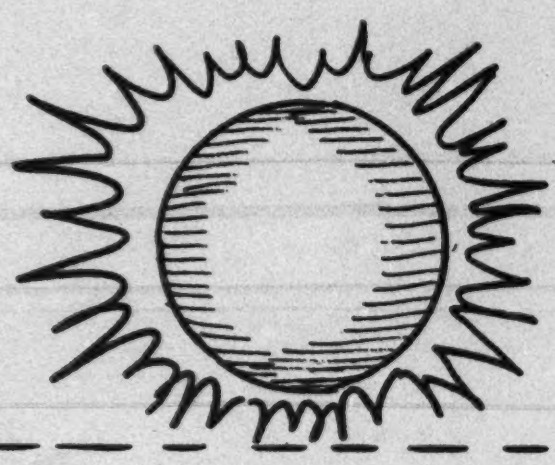
Lesson 135
Spanish Activity 2 supporting Lesson 132

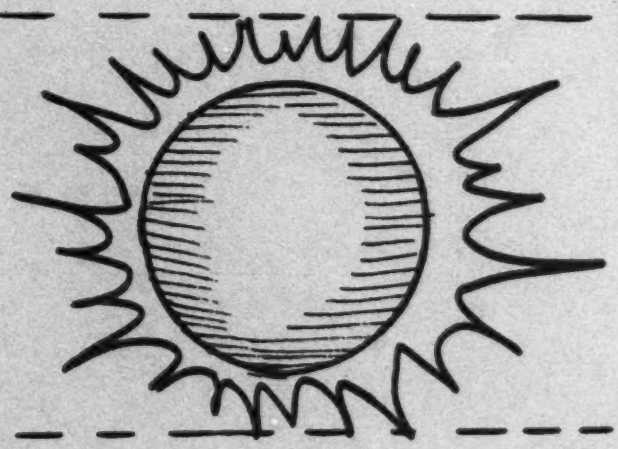
Spanish Activity 2 supporting Lesson 132
Lesson 135

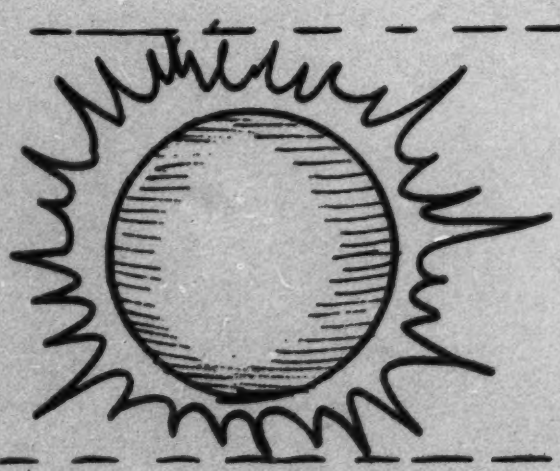


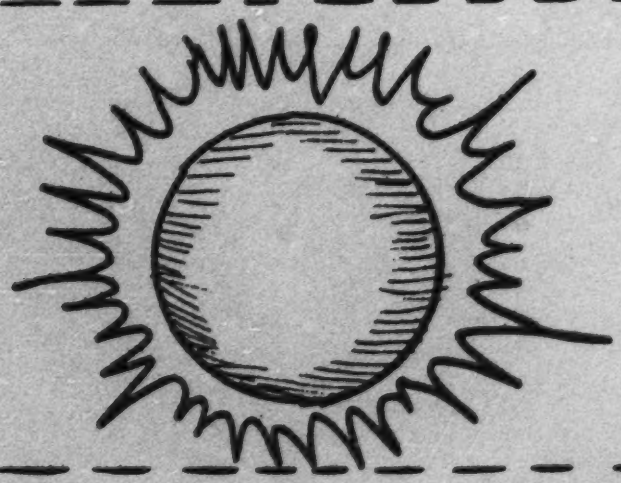
Spanish Activity 3 supporting Lesson 133

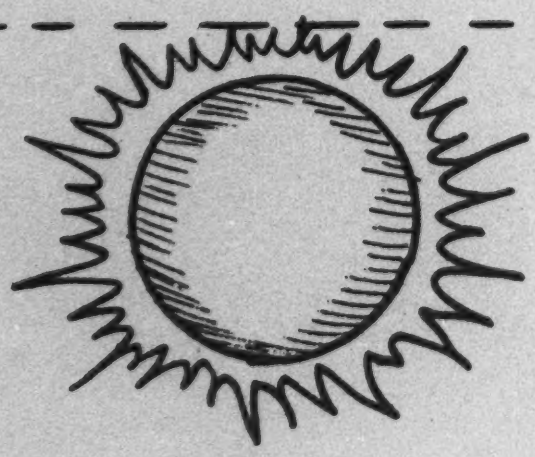




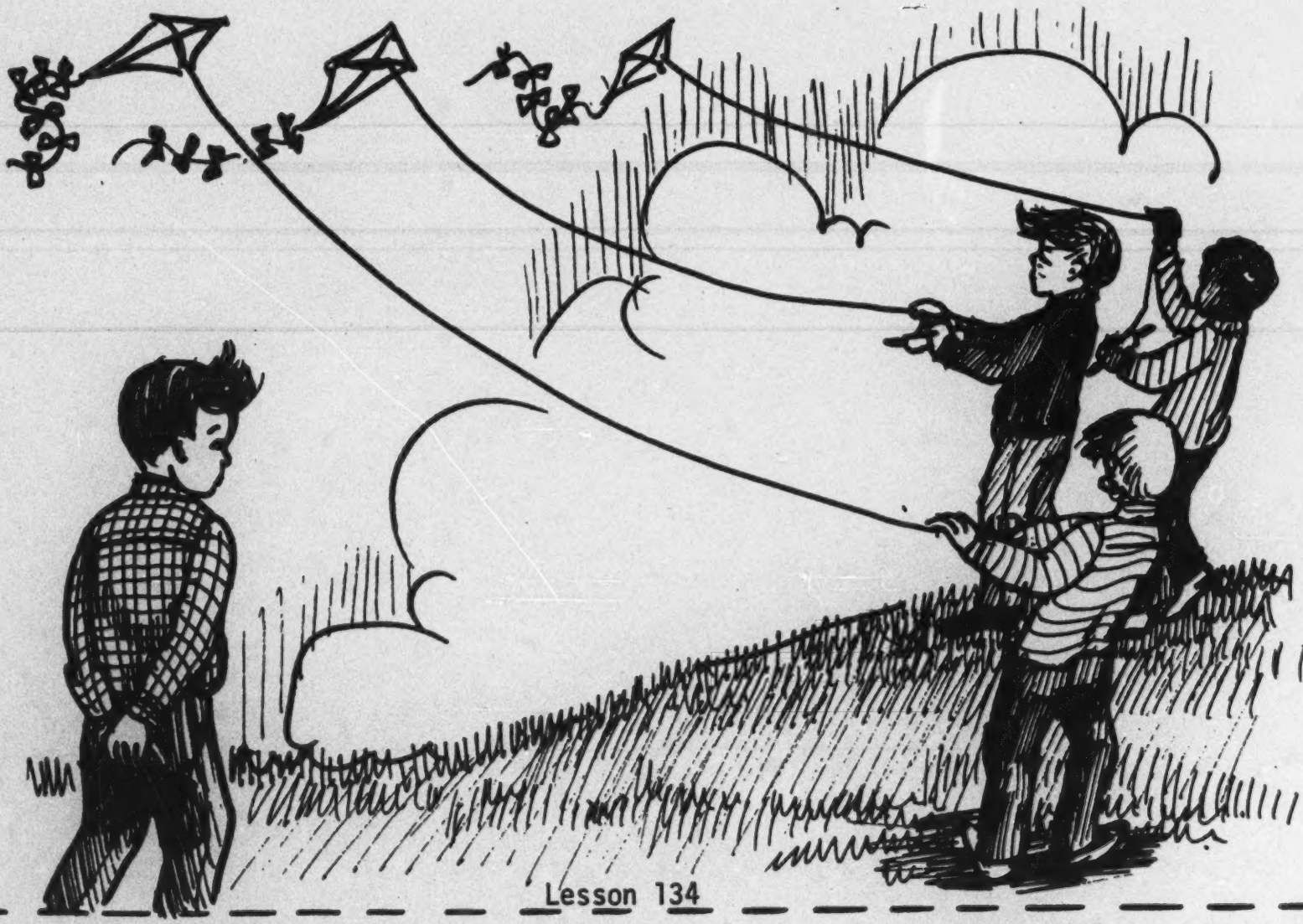






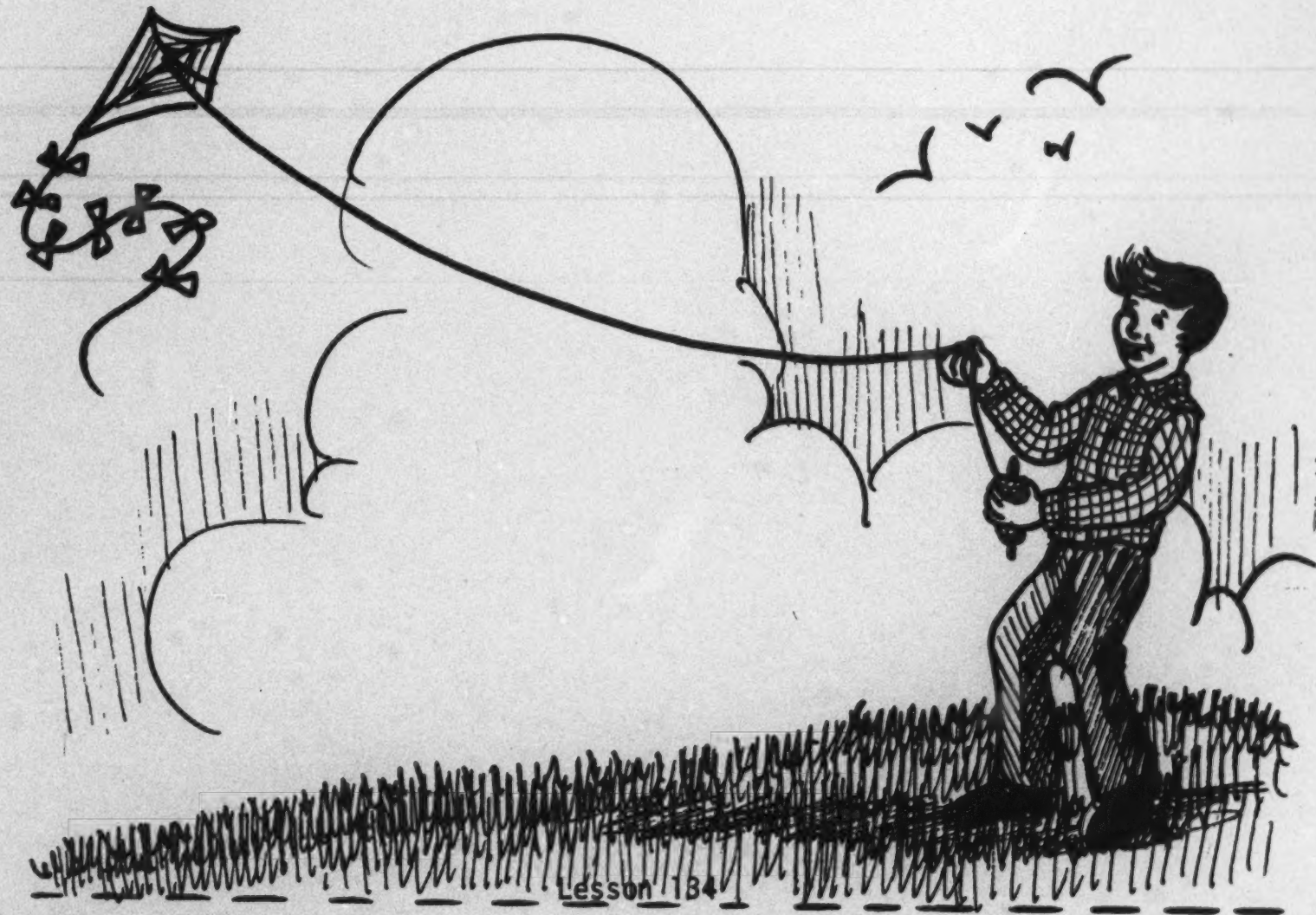


Lessons 133, 135, 140

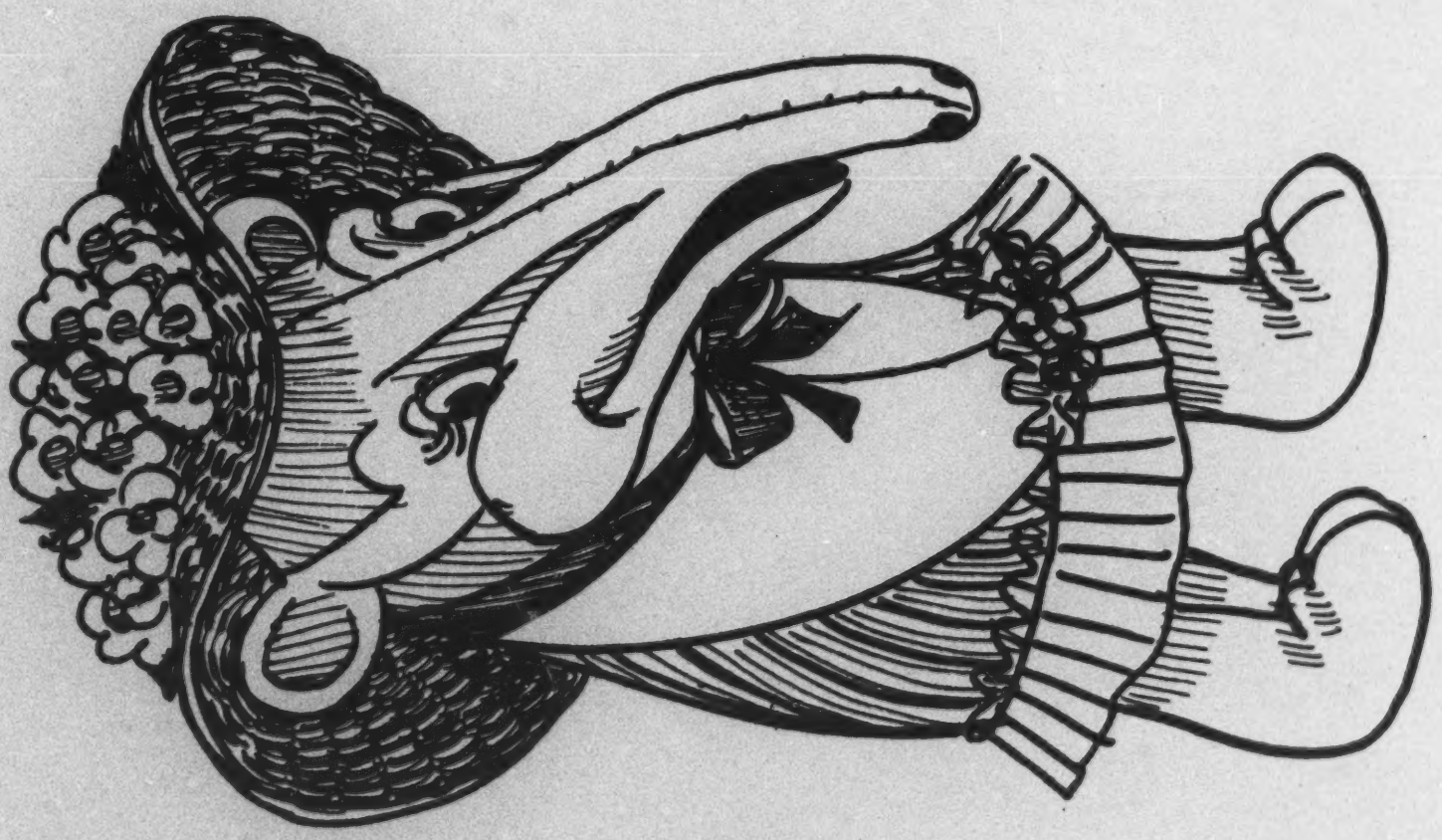


Lesson 134

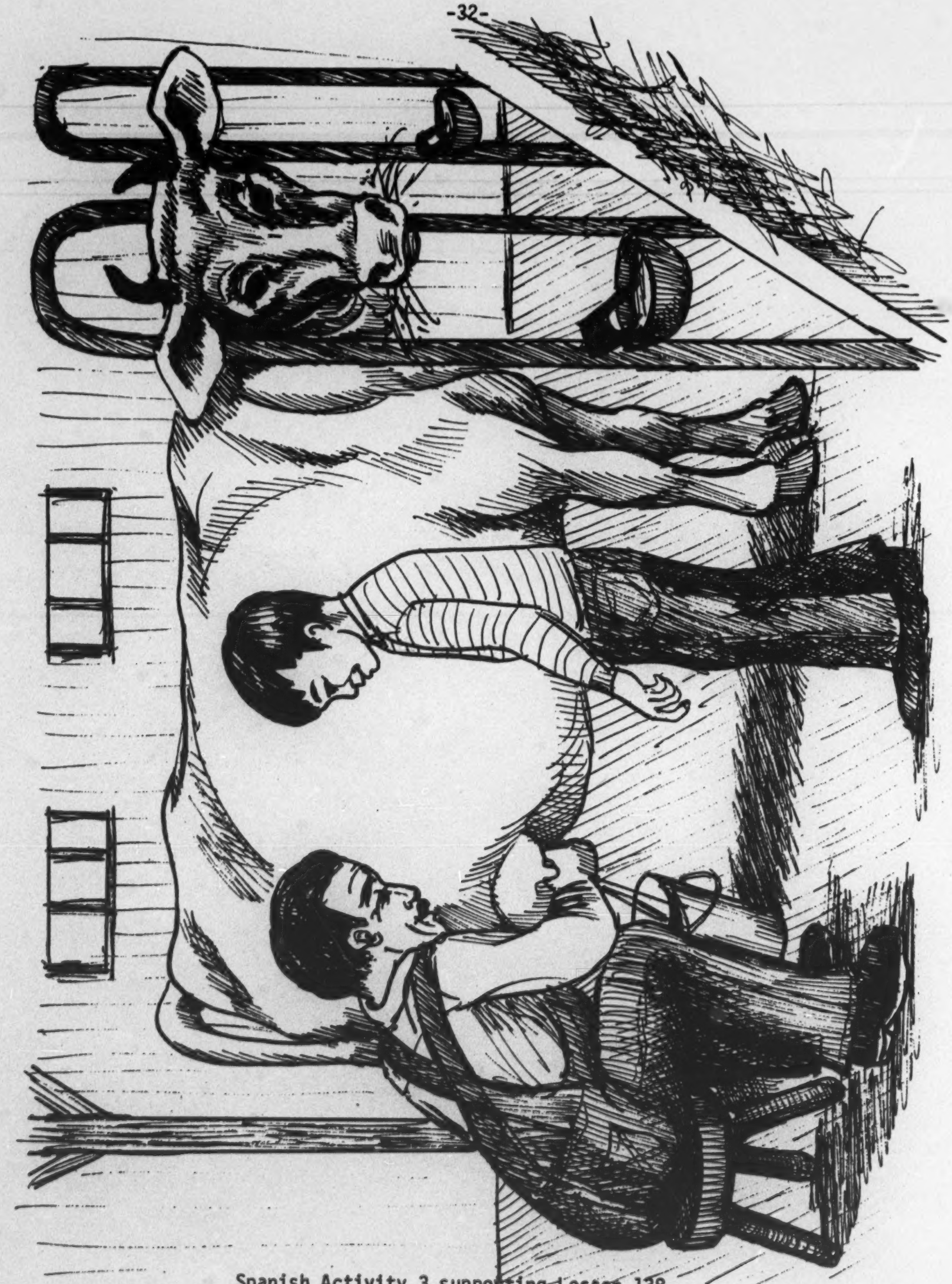
Lesson 134



Lesson 134

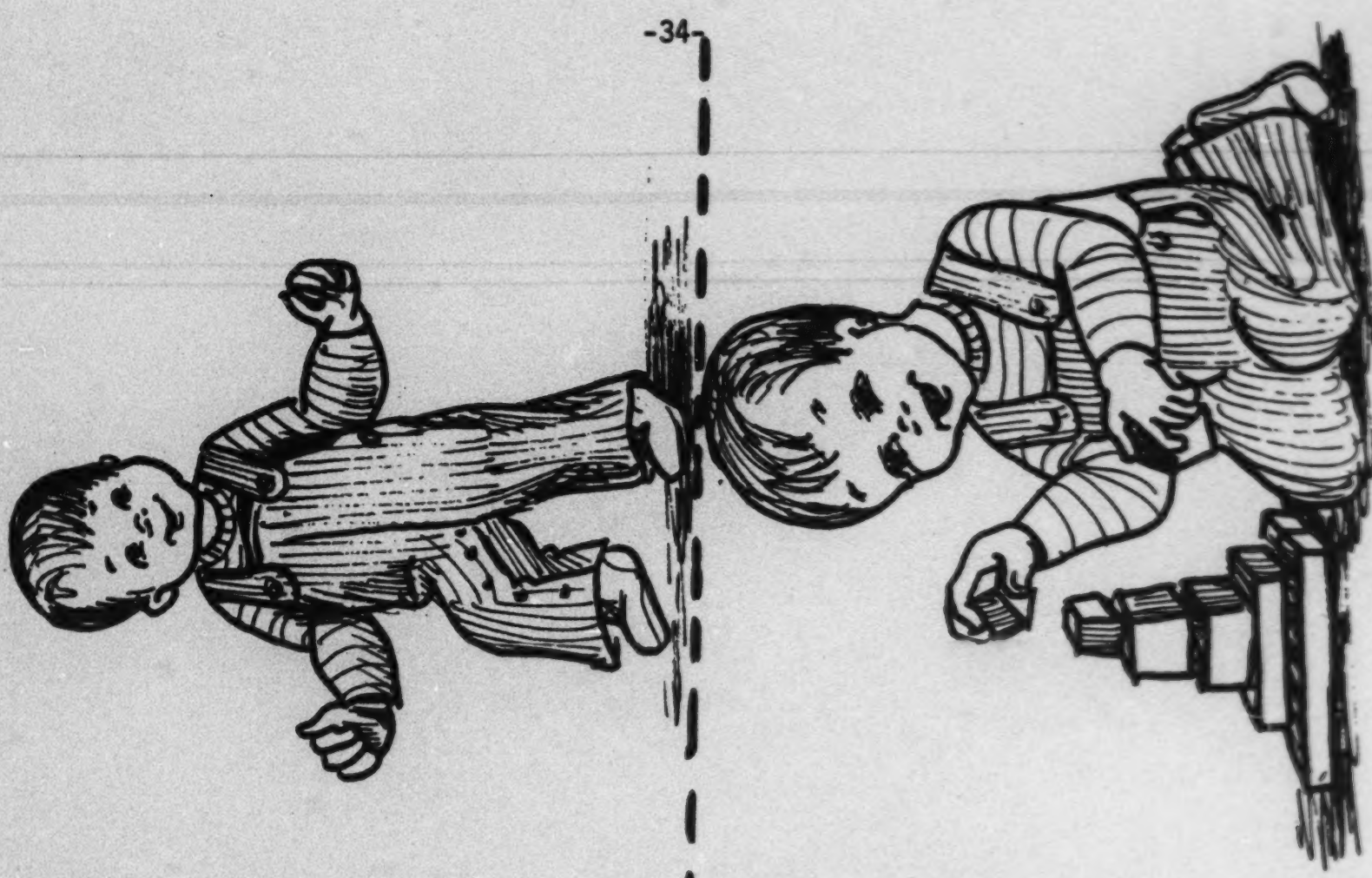


Amy Anteater
Lesson 135



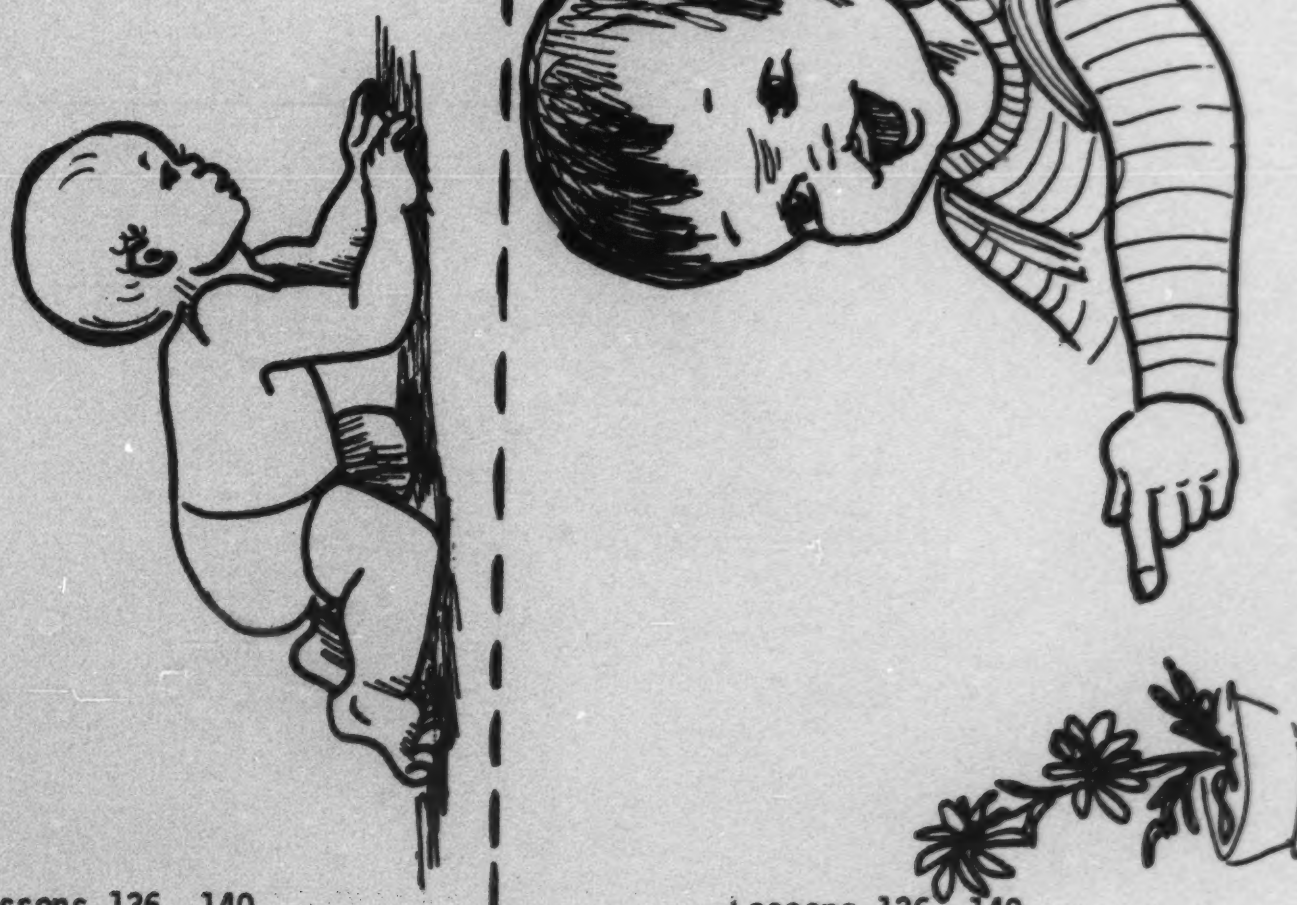
Spanish Activity 3 supporting Lesson 138

Spanish Activity 3 supporting Lesson T38



Lessons 136, 140
Spanish Activity 1 supporting Lesson 136

Lessons 136, 140
Spanish Activity 1 supporting Lesson 136



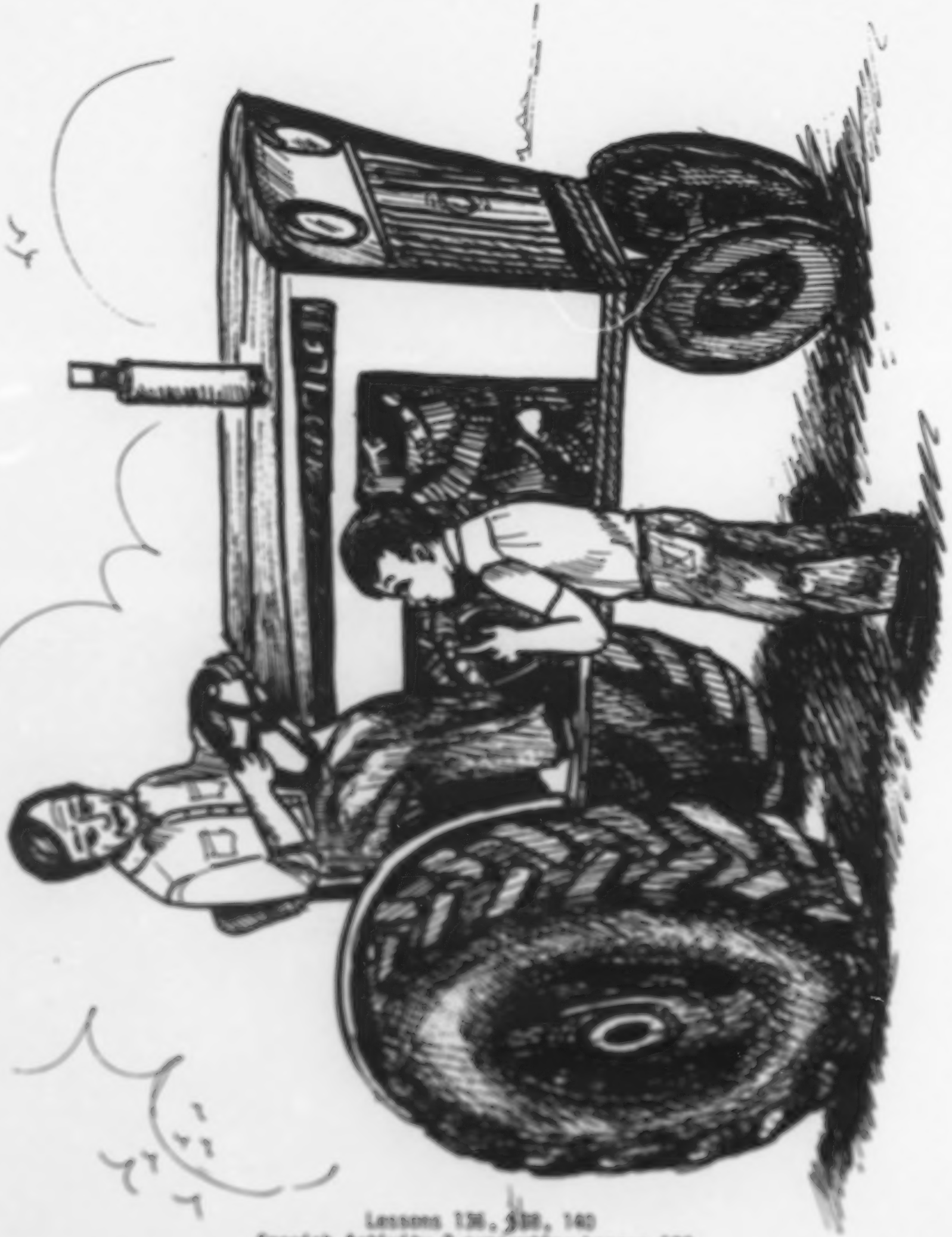
Lessons 136, 140
Spanish Activity 1 supporting Lesson 136

Lessons 136, 140
Spanish Activity 1 supporting Lesson 136

Lessons 136, 140
Spanish Activity 1 supporting Lesson 136

Lessons 136, 140
Spanish Activity 1 supporting Lesson 136

Lessons 136, 140
Spanish Activity 1 supporting Lesson 136

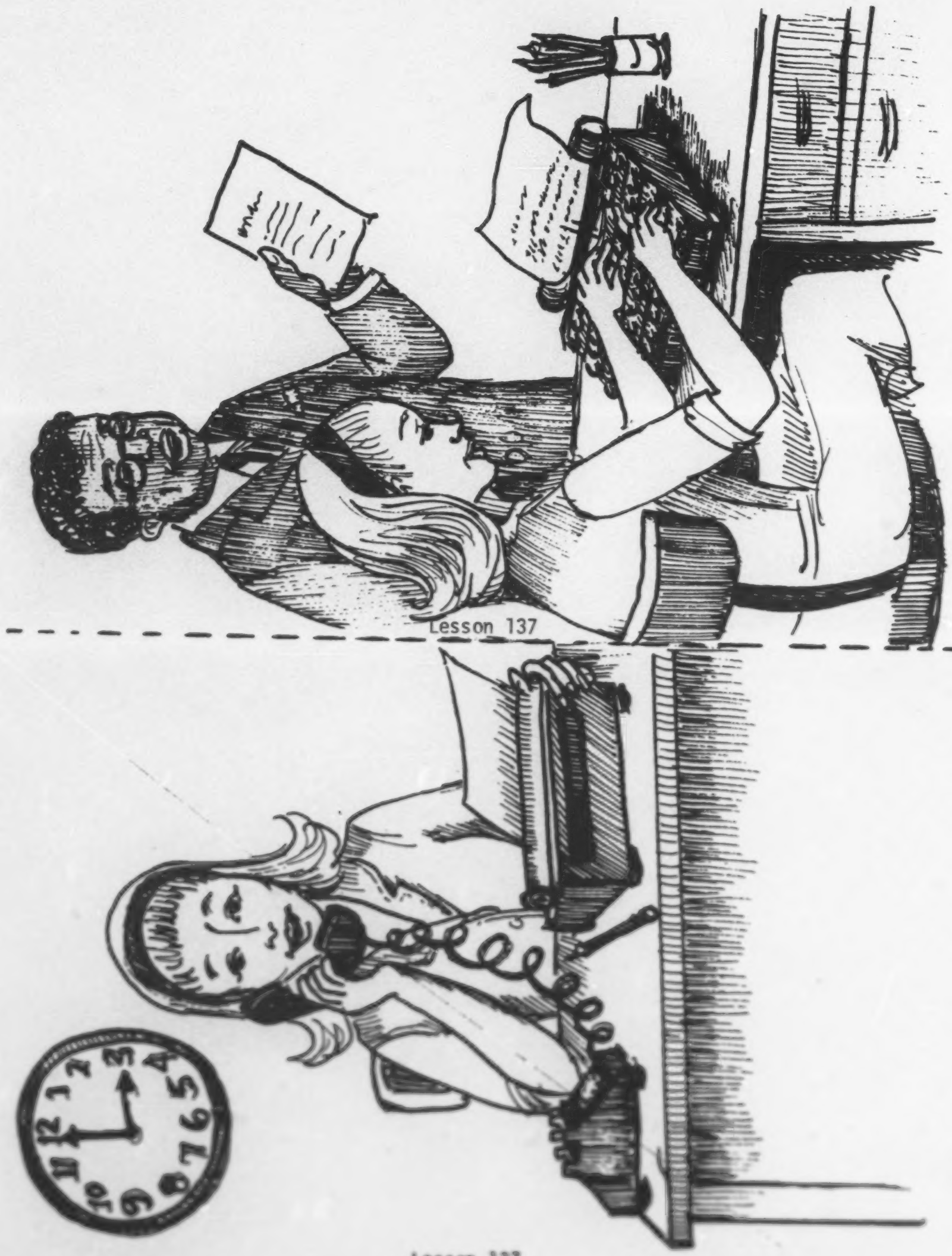


Lessons 138, 139, 140
Spanish Activity 3 supporting Lesson 138

Lessons 136, 140
Spanish Activity 3 supporting Lesson 136

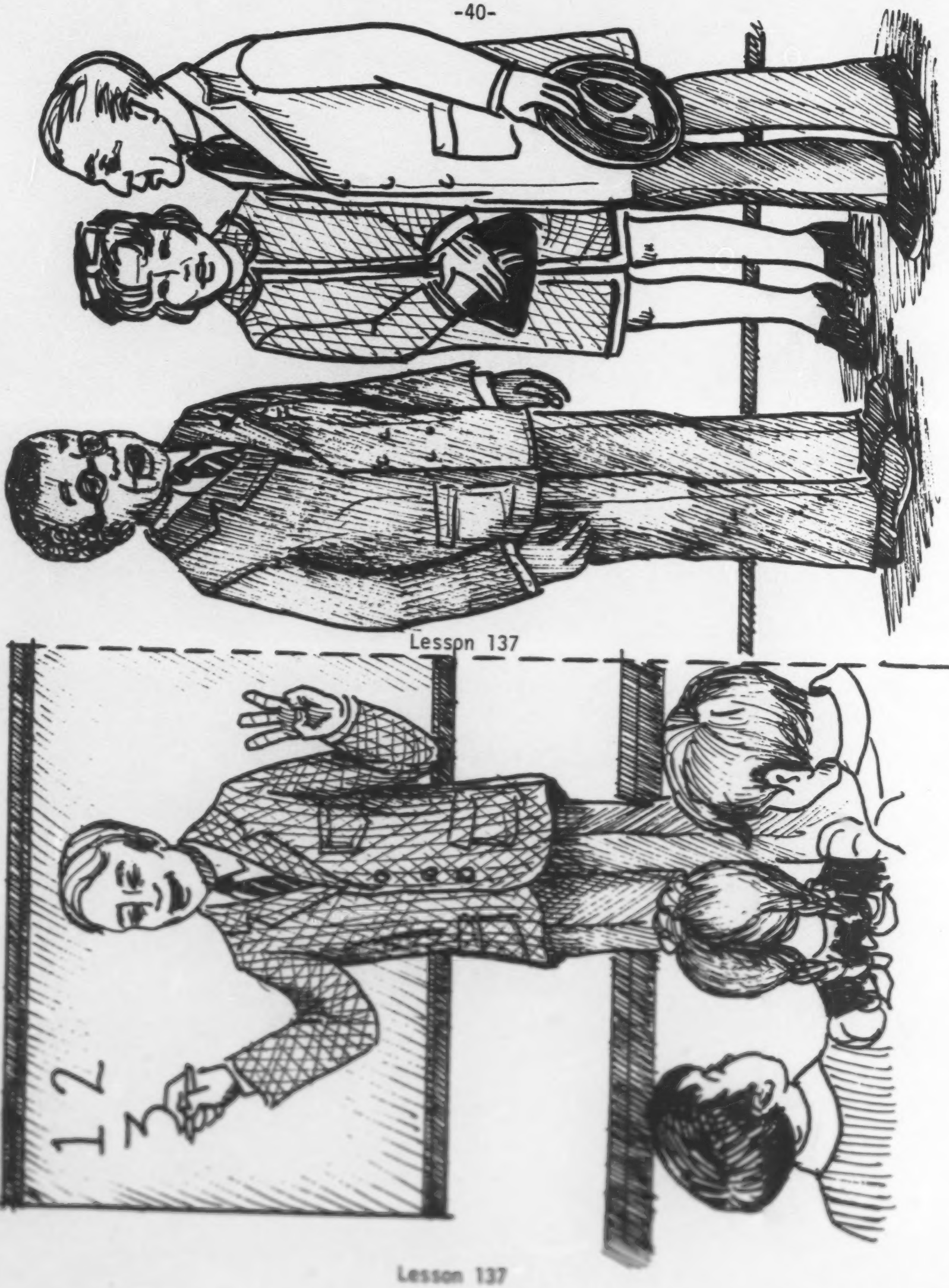
Lesson 137

Lesson 137



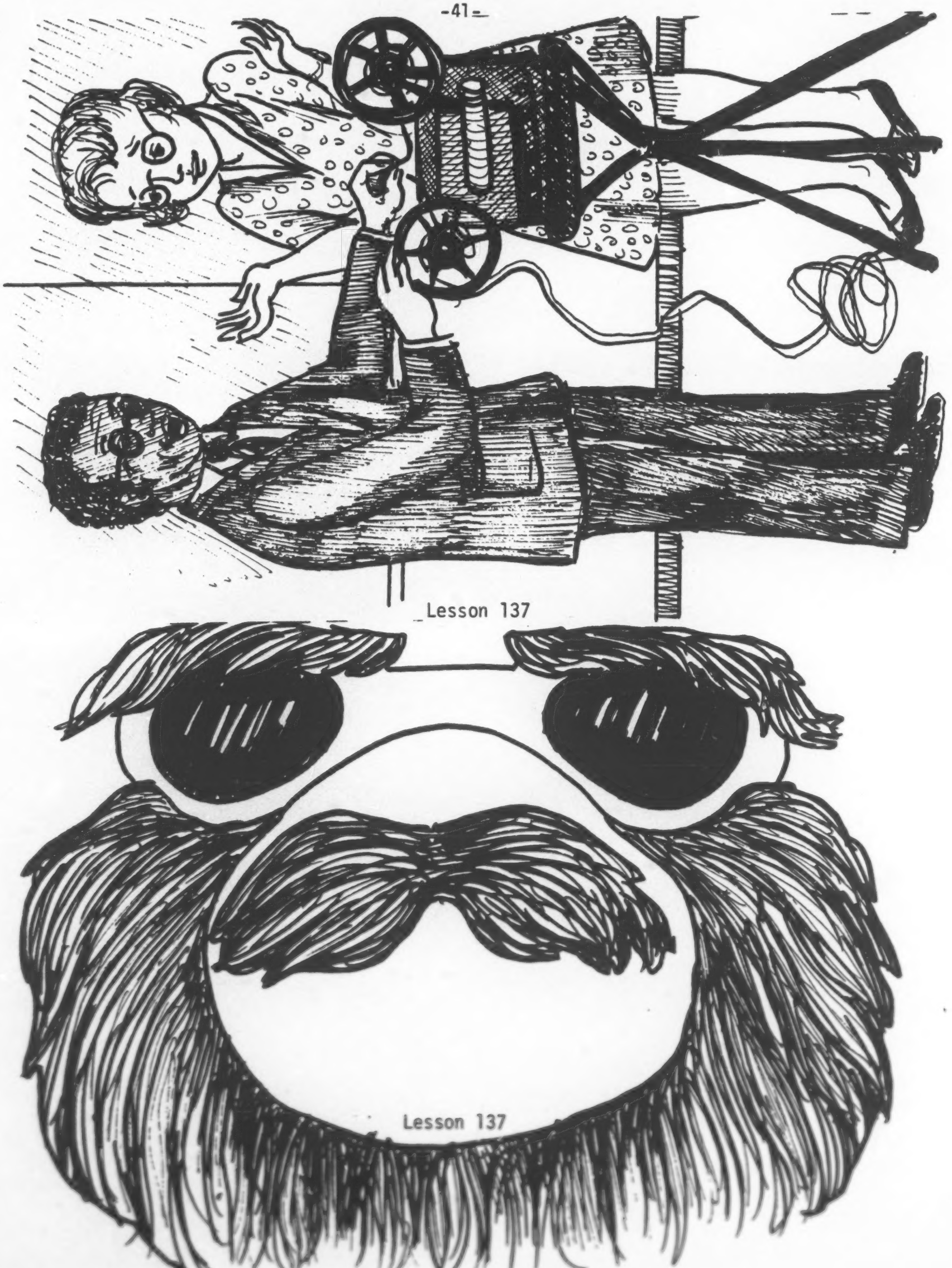
Lesson 137

Lesson 137



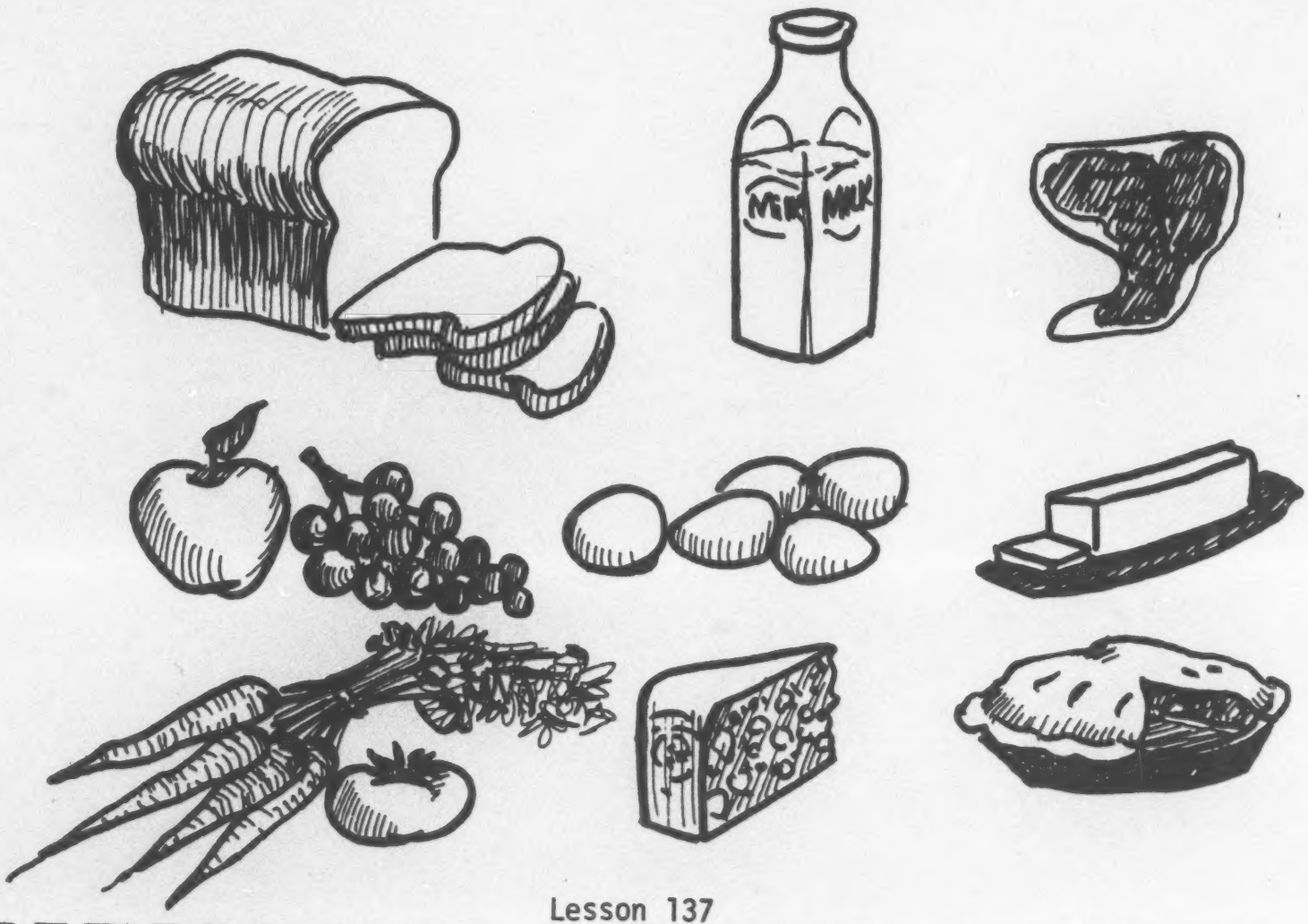
Lesson 137

Lesson 137



Lesson 137

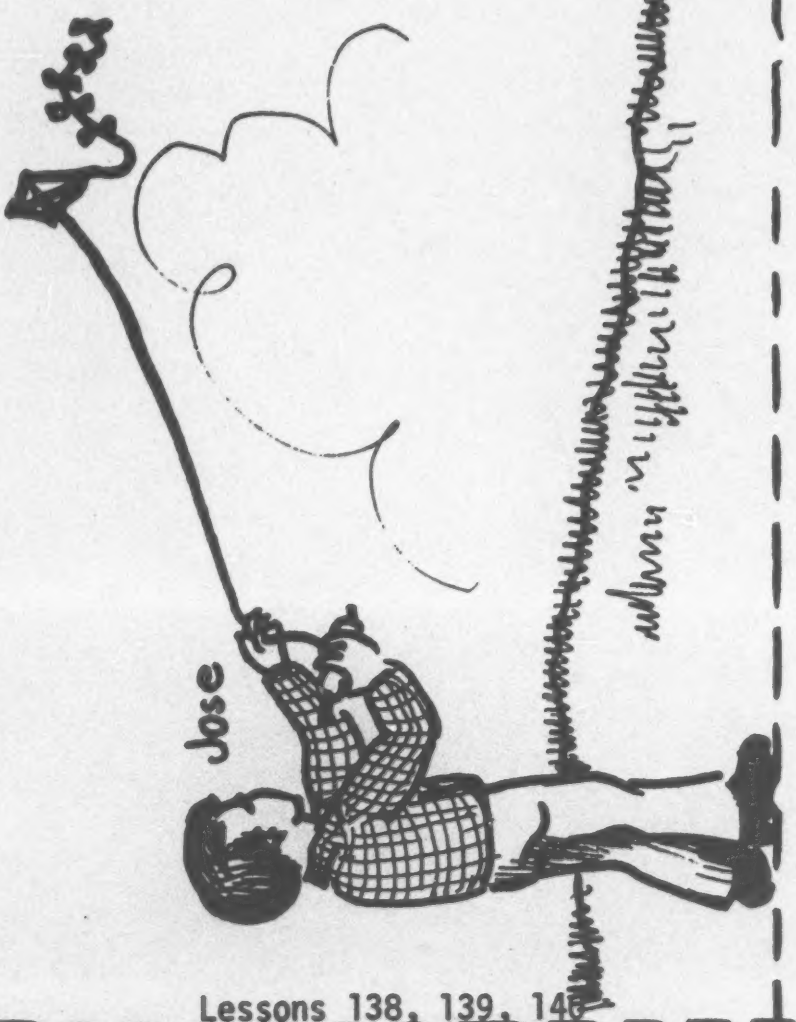
Lesson 137



Lesson 137

Lesson 137

Lessons 137, 138, 139, 140



Lessons 138, 139, 140

Lessons 138, 139, 140

Lessons 138, 139, 140

Lessons 138, 139, 140

Lessons 138, 139, 140

Lessons 138, 139, 140

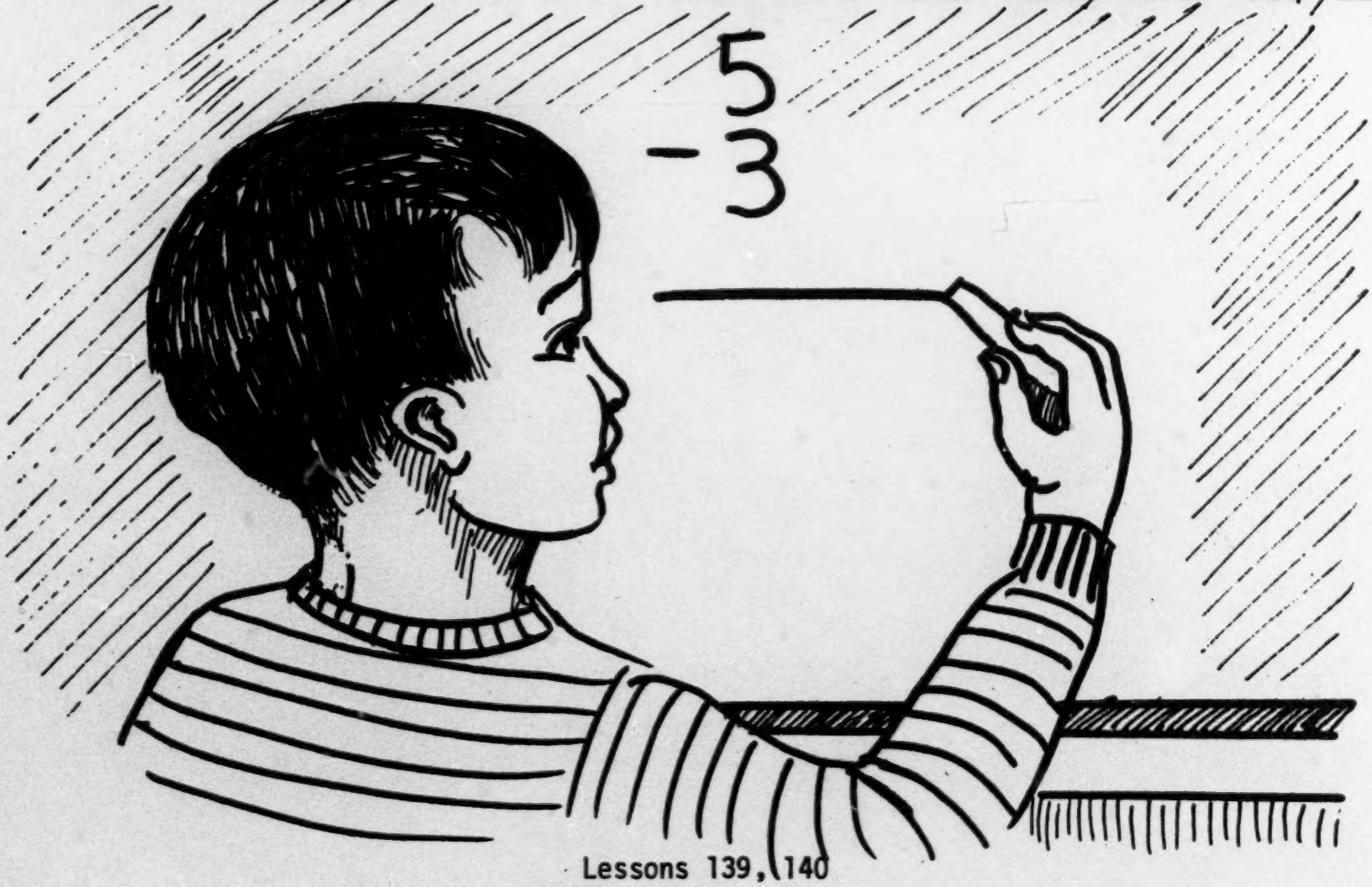
Lessons 138, 139, 140

Lessons 138, 139, 140

Lesson 139

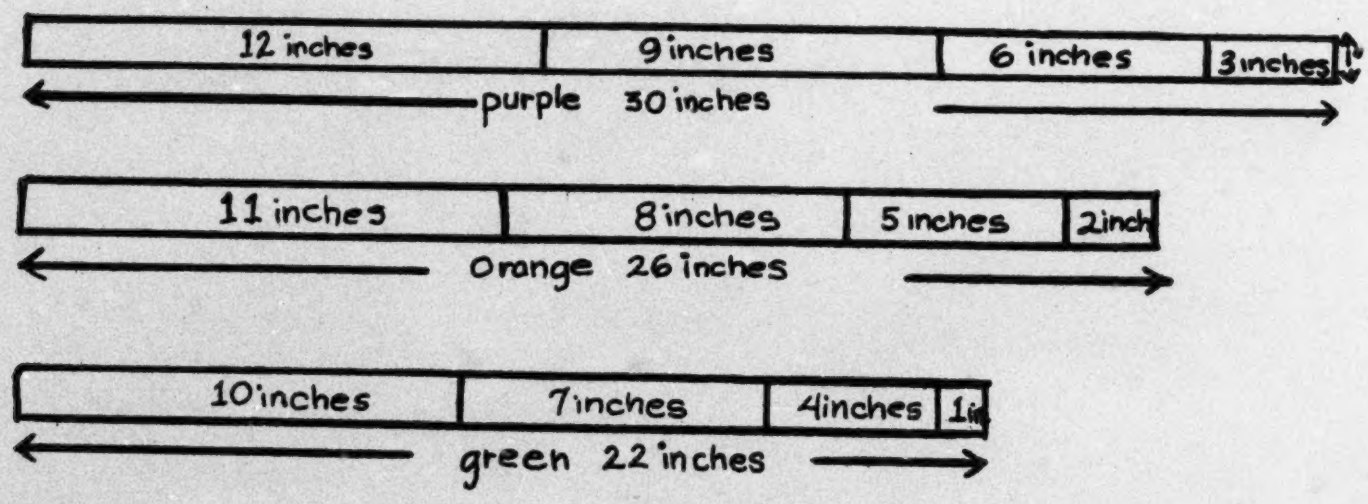
Lesson 139

Lessons 139, 140

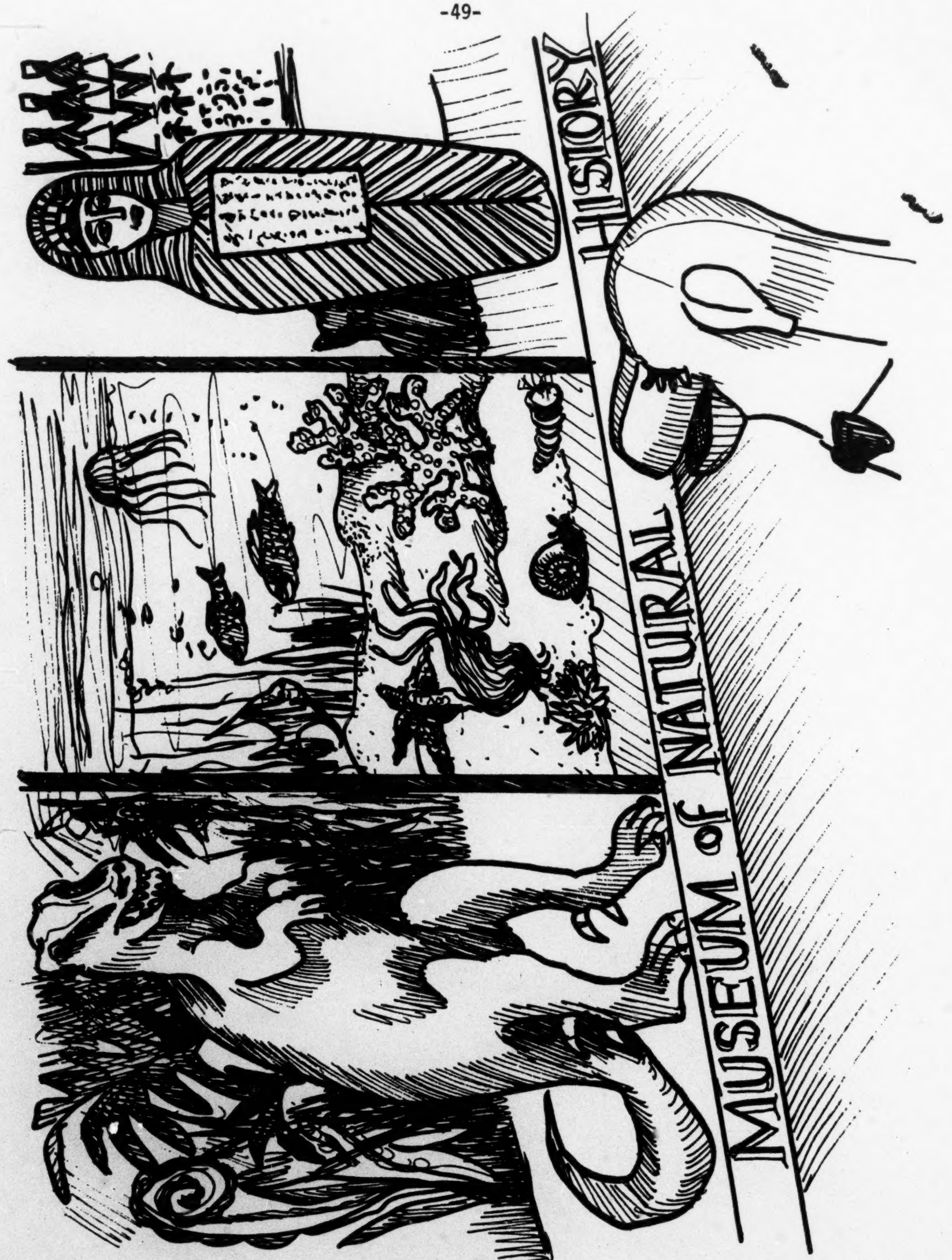


Lessons 139, 140

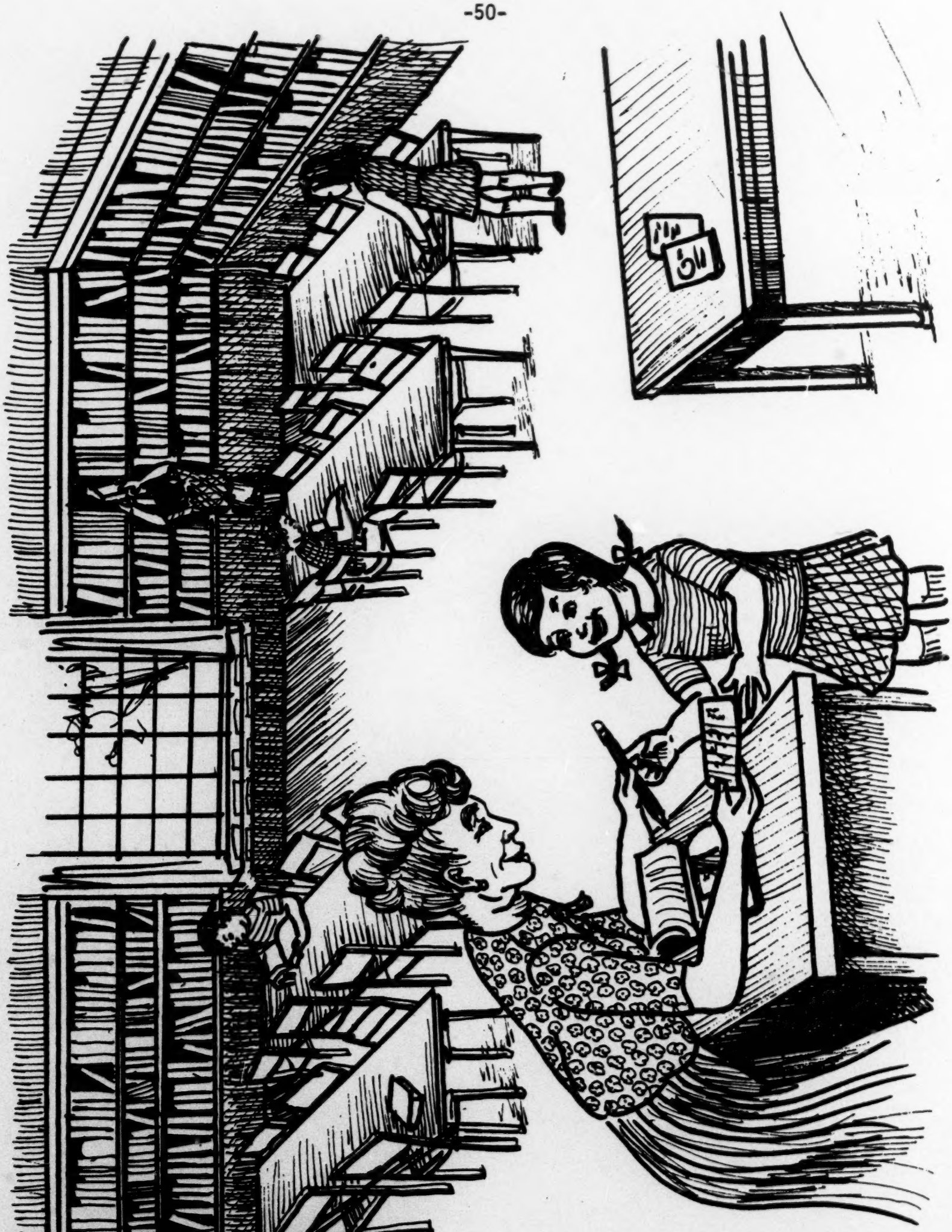
Lessons 139, 140



Lesson 142



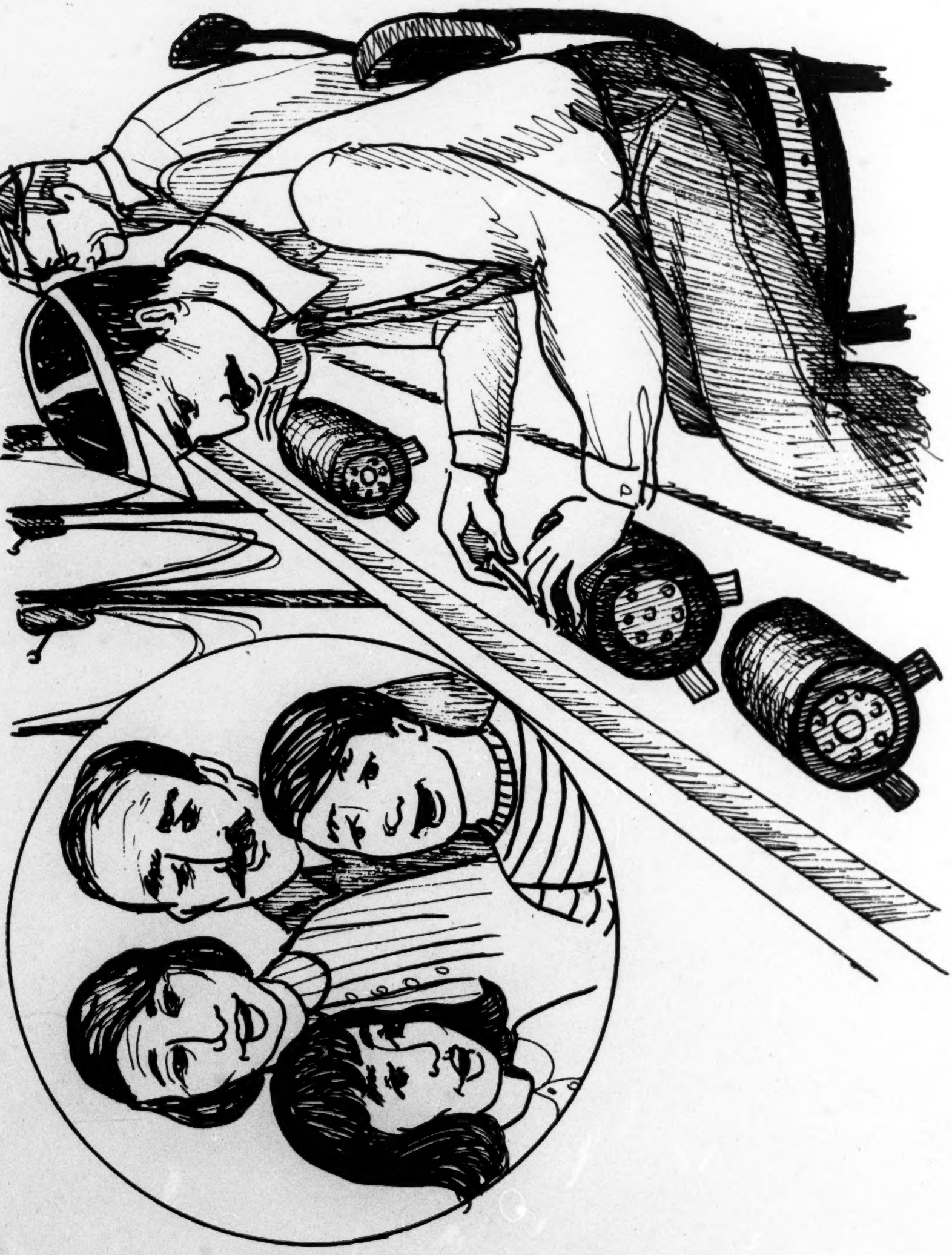
Lessons 139, 140



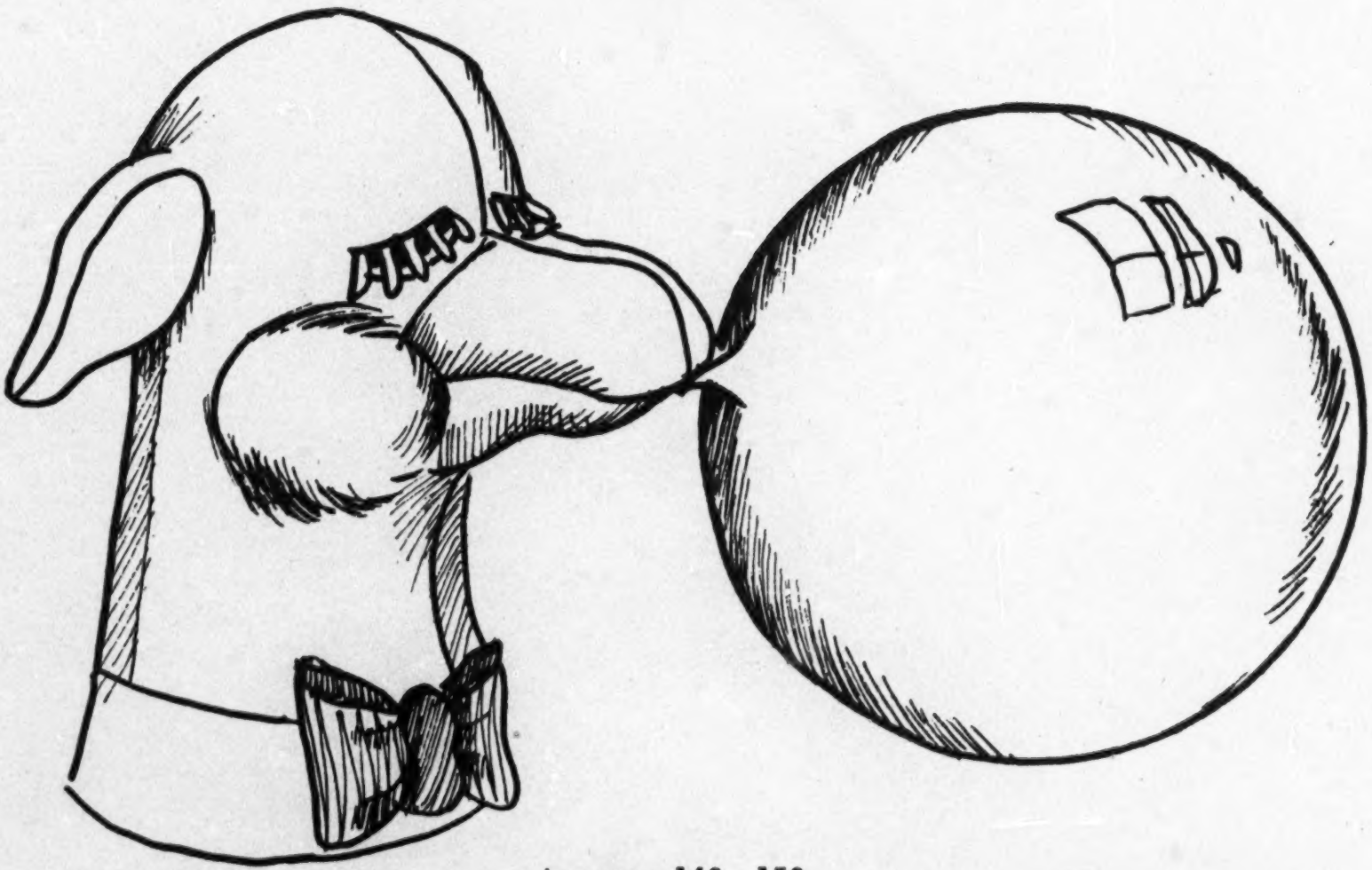
Lessons 139, 140

Spanish Activity 1 supporting Lesson 141

Spanish Activity 3 supporting Lesson 143



Spanish Activity 4 supporting Lesson 144

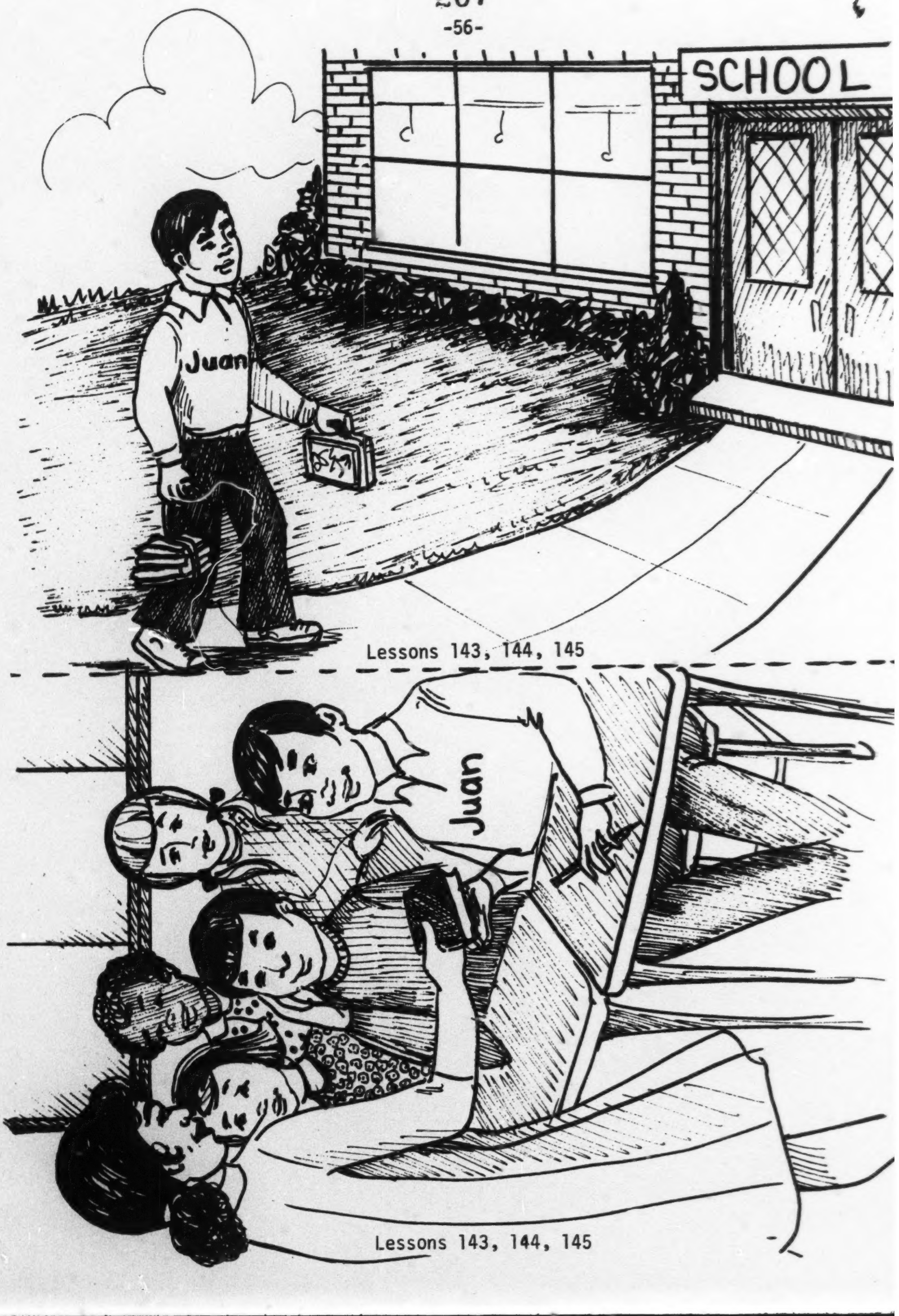


Lessons 143, 150

Lessons 143, 150

Juan's family
Lessons 143, 144, 145

Lessons 143, 144, 145



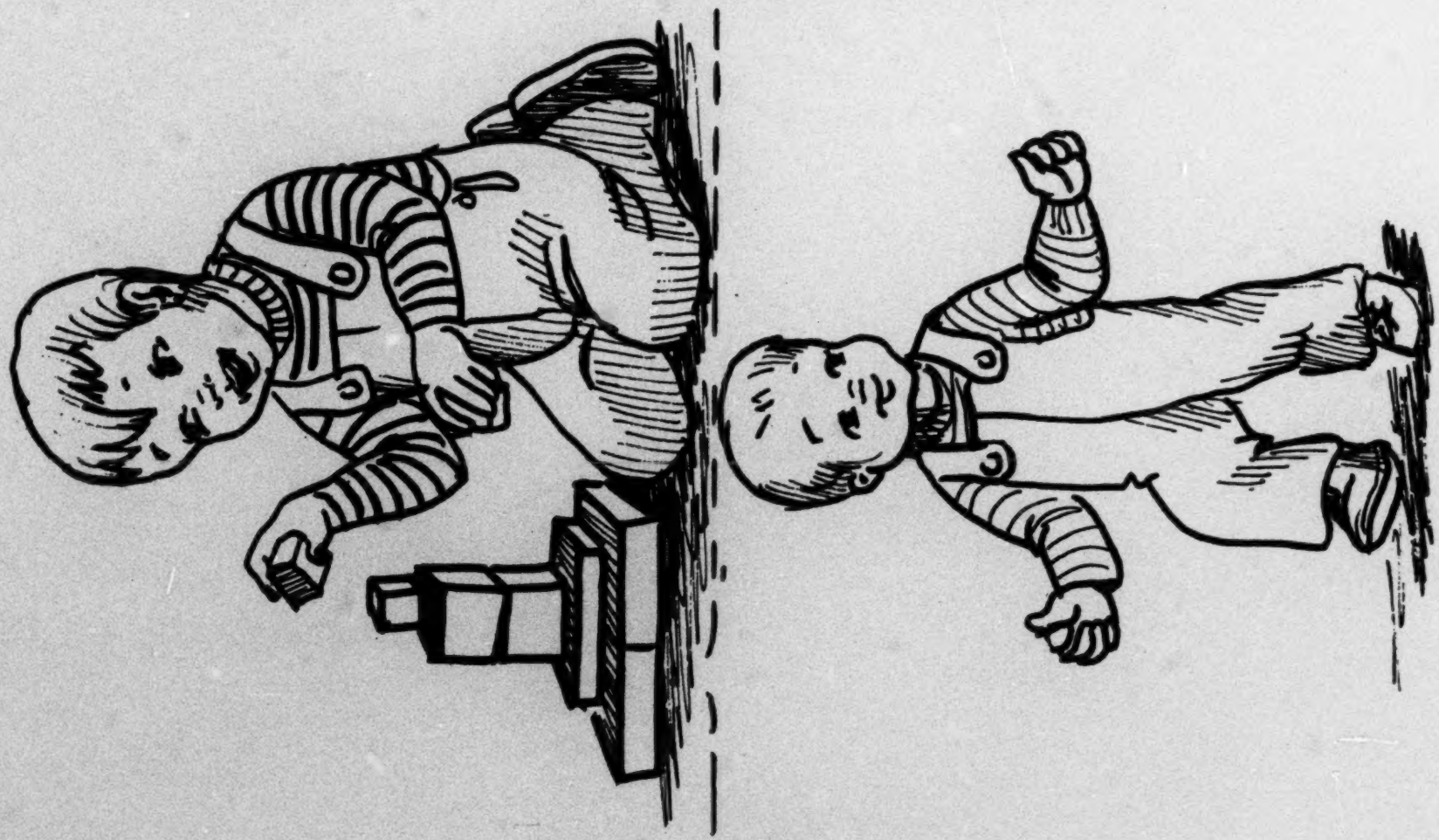
Lessons 143, 144, 145

Lessons 143, 144, 145

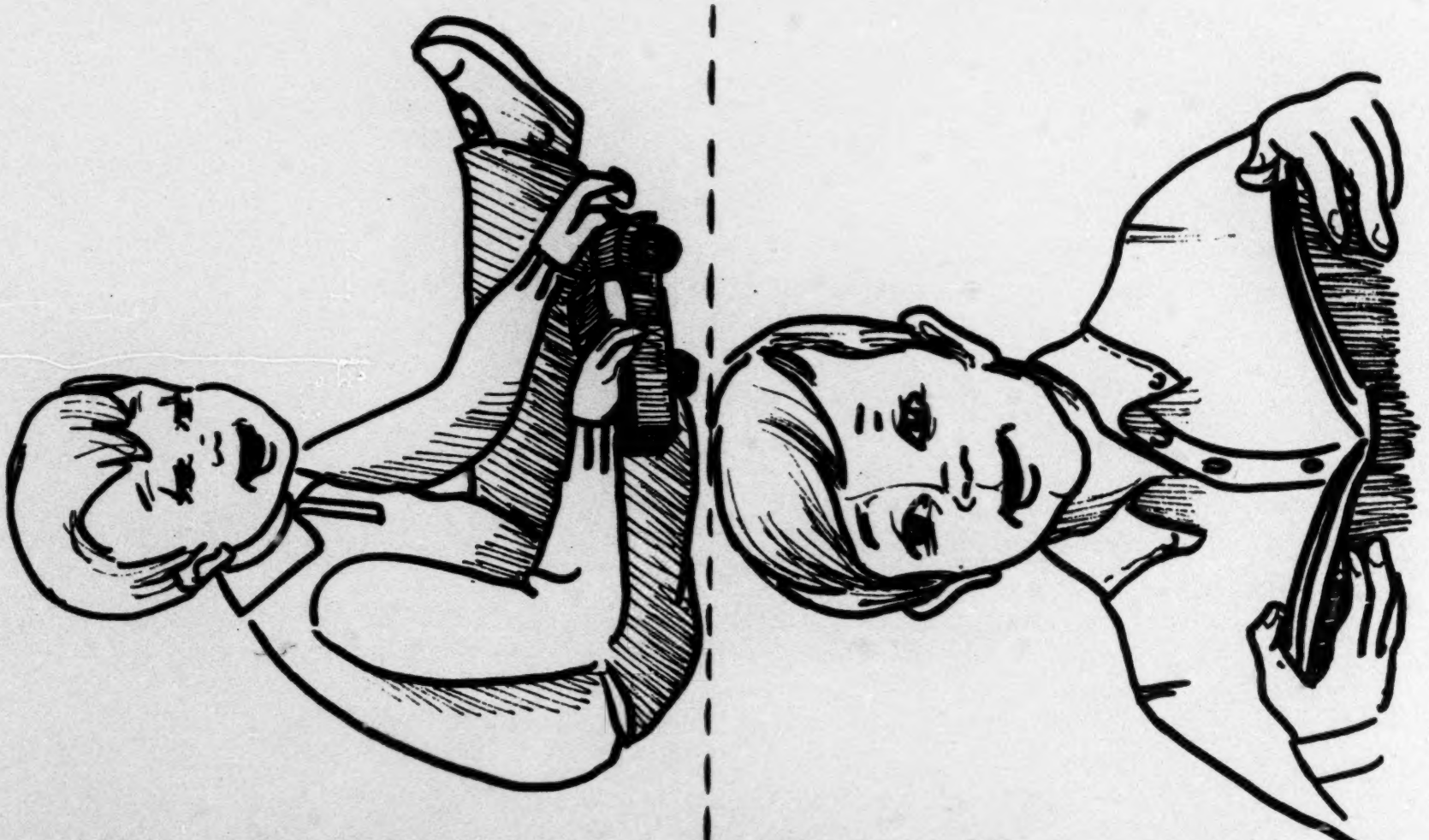
Lessons 144, 145

Lessons 144, 145

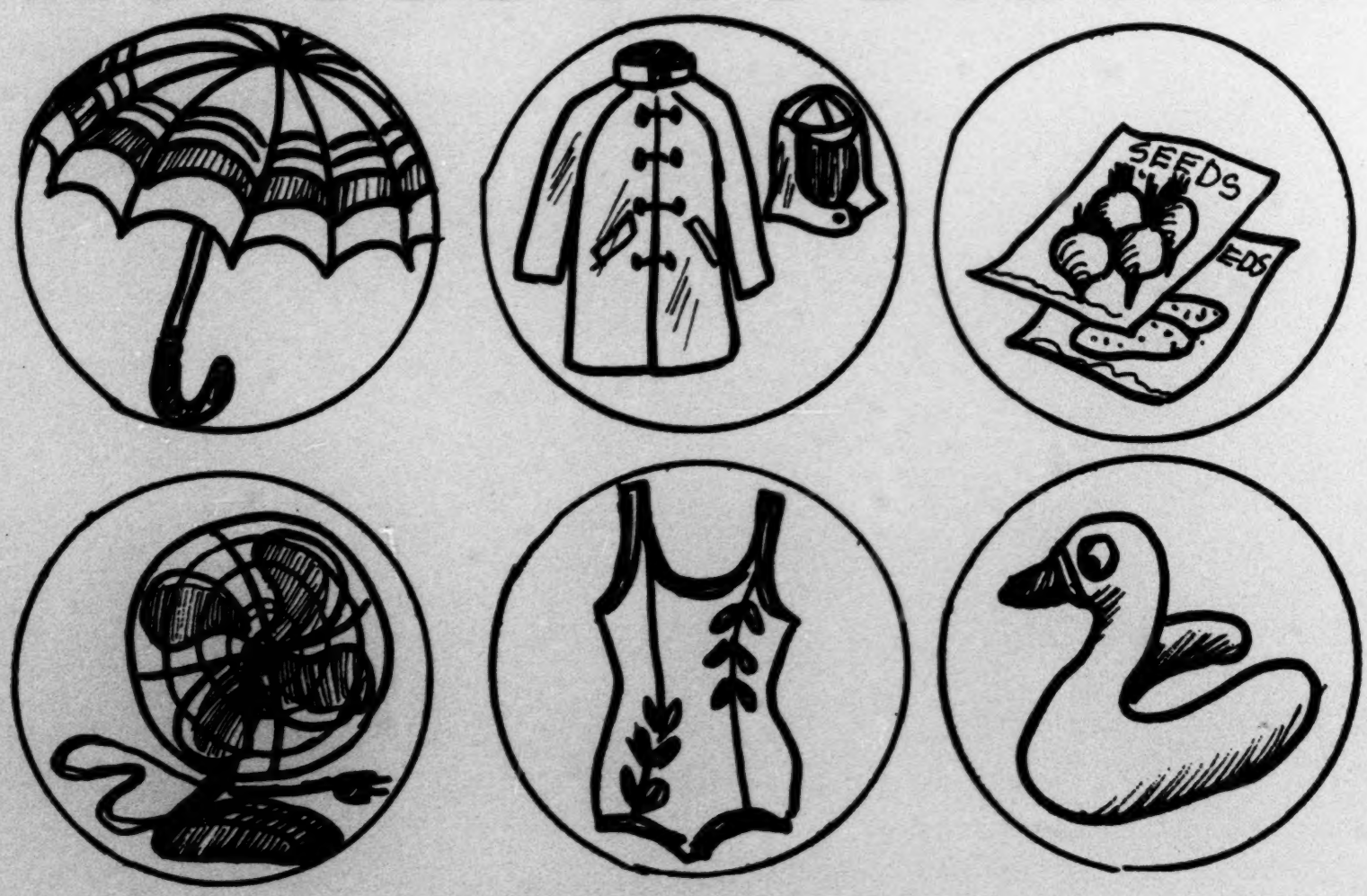
Lessons 144, 145



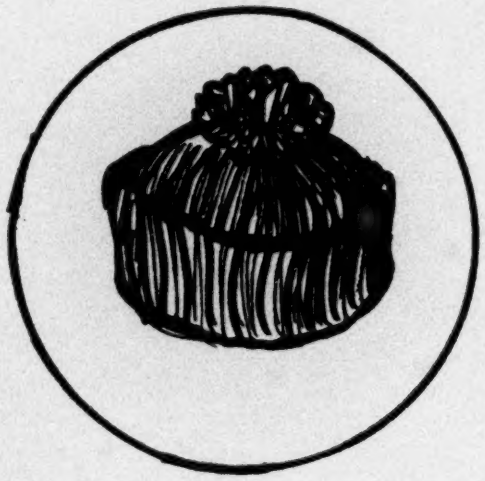
Spanish Activity 1 supporting Lesson 146

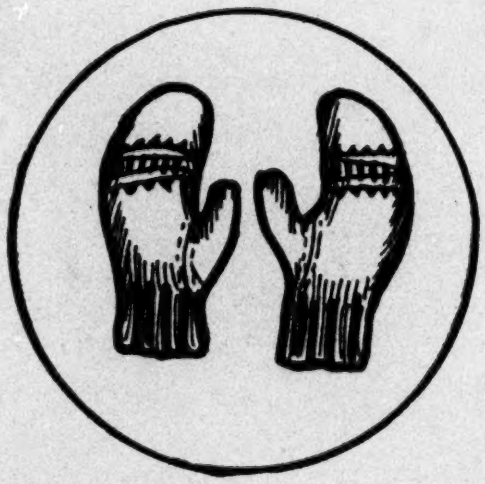


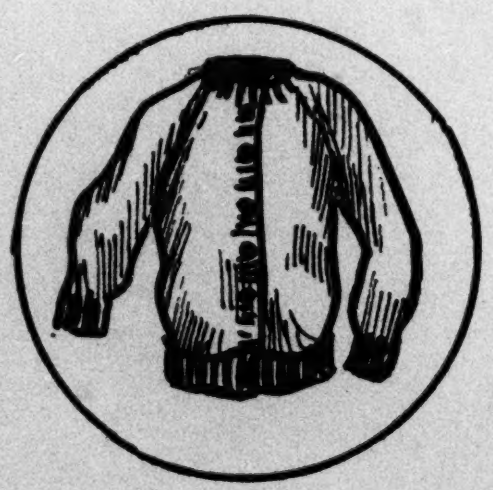
Spanish Activity 1 supporting Lesson 146

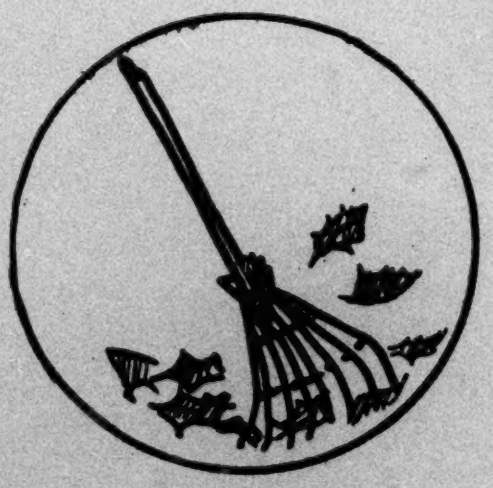


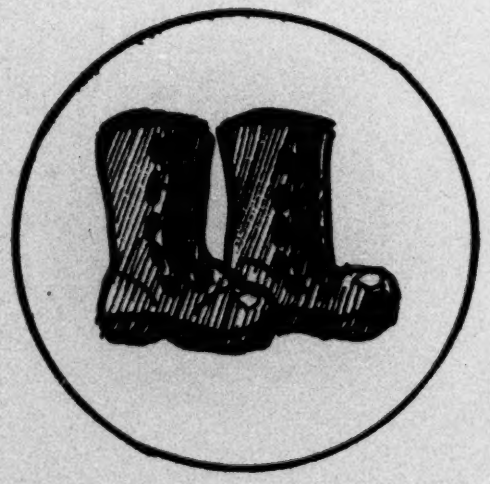
Spanish Activity 3 supporting Lesson 148





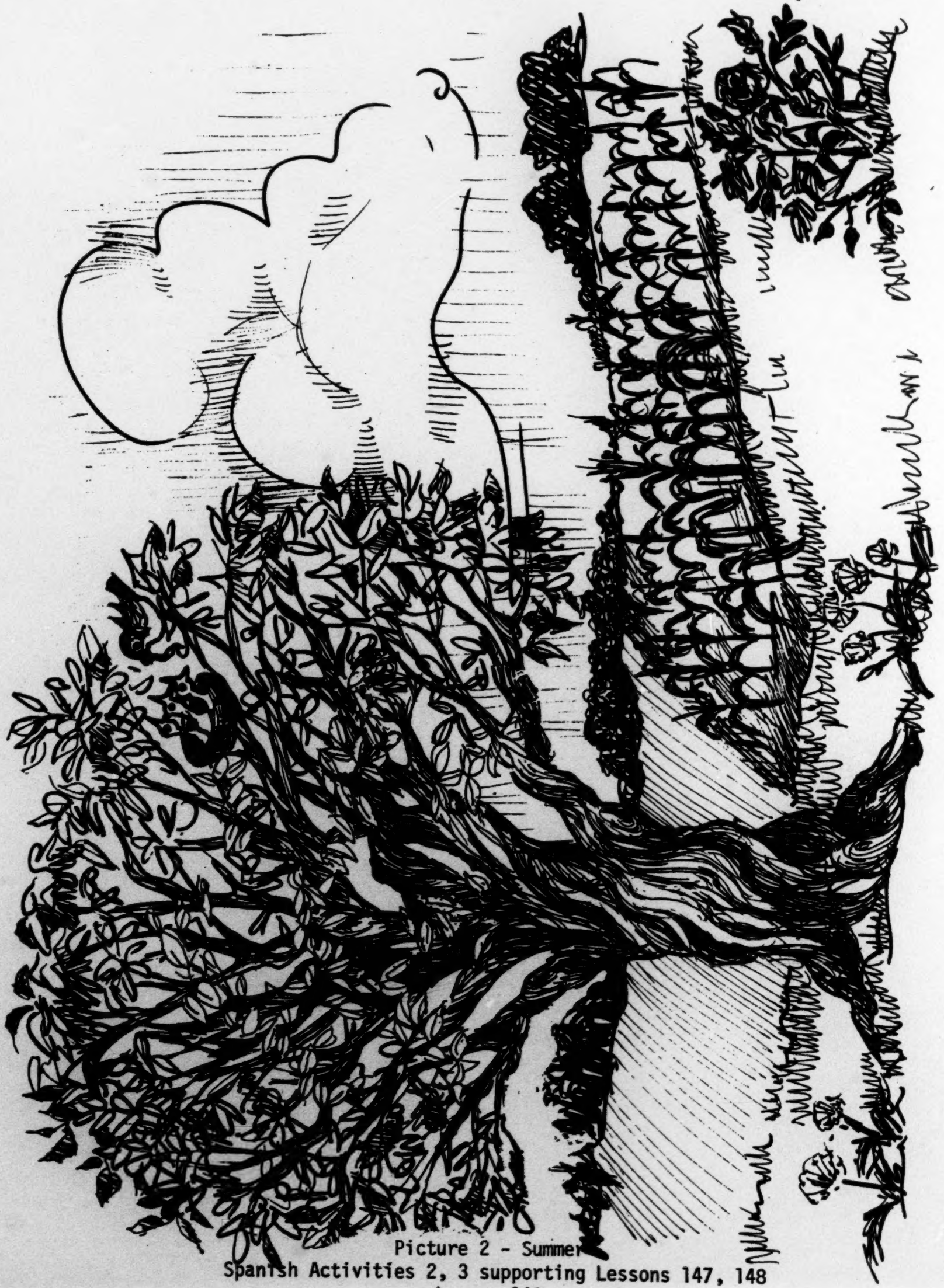






Spanish Activity 3 supporting Lesson 148

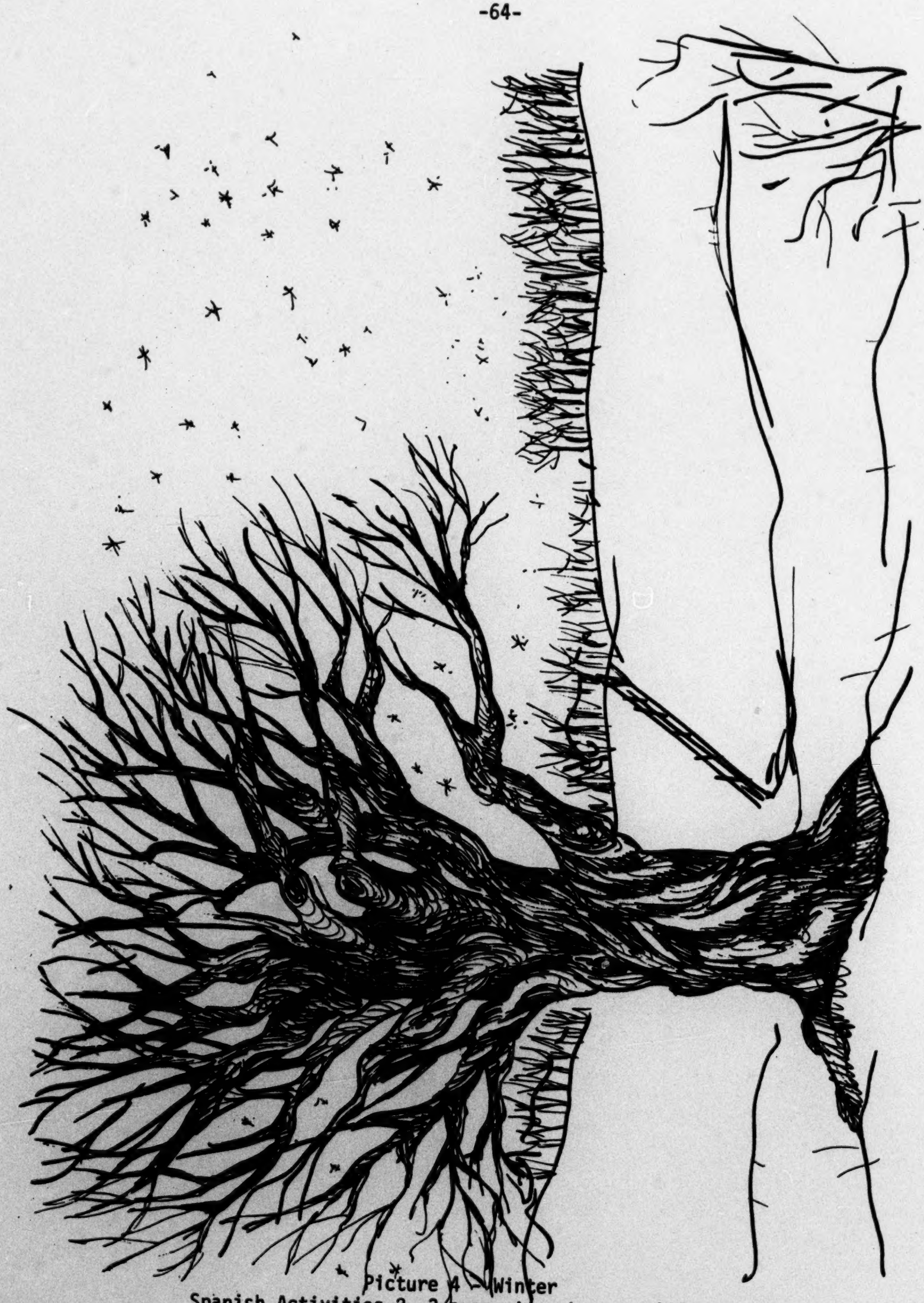
Picture 1 - Spring
Spanish Activities 2, 3 supporting Lessons 147, 148
Lesson 149



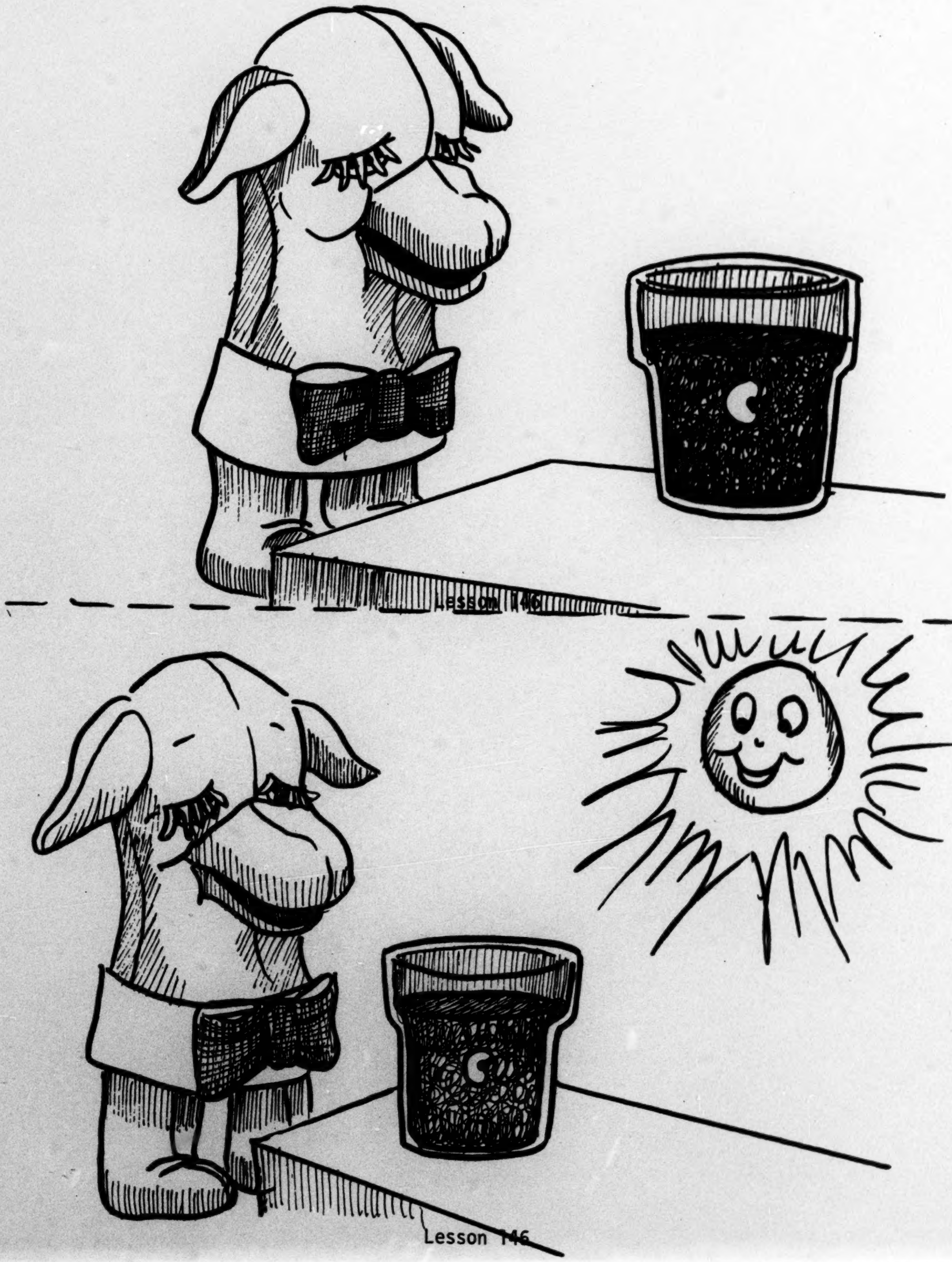
Picture 2 - Summer
Spanish Activities 2, 3 supporting Lessons 147, 148
Lesson 149

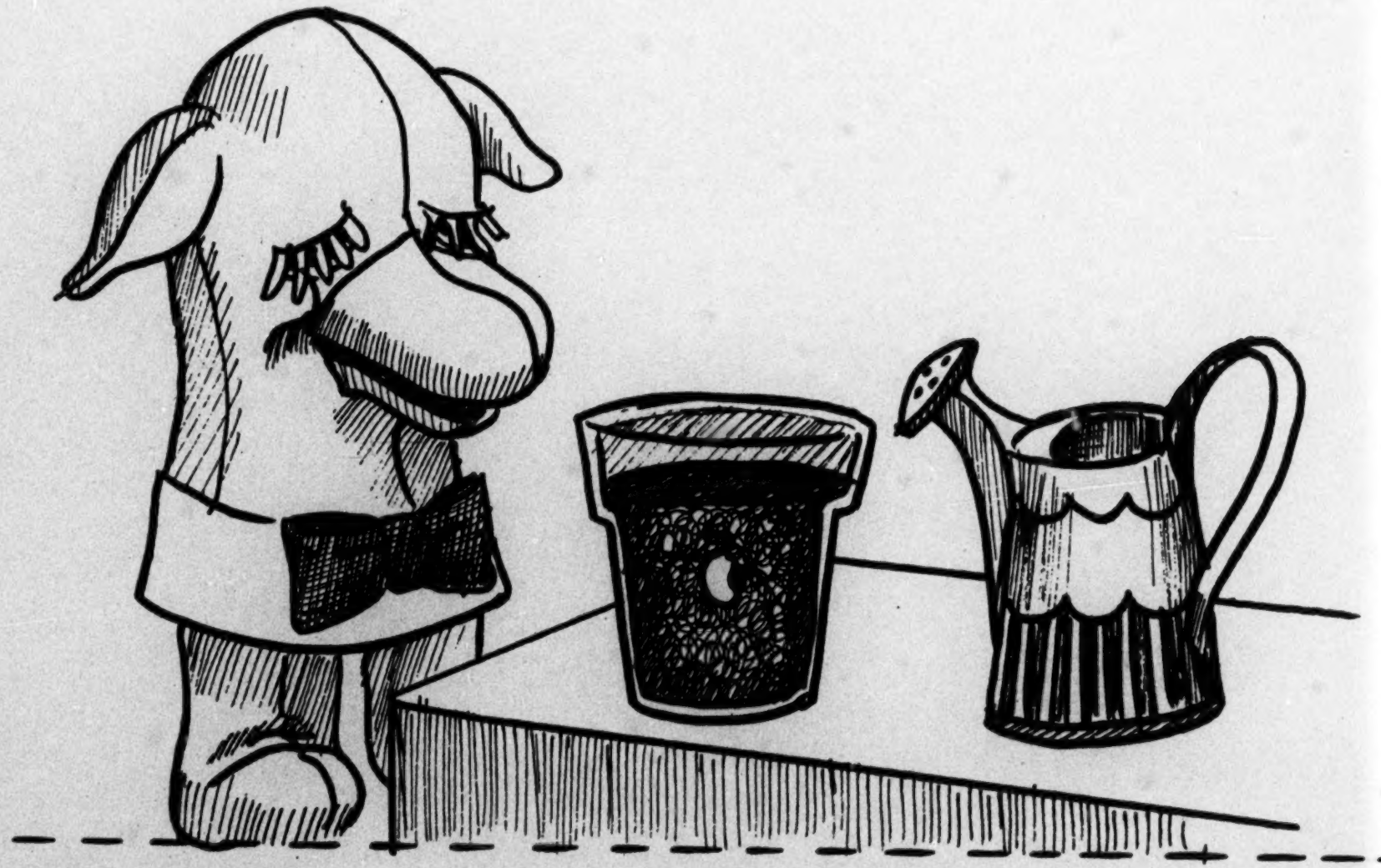
Picture 3 - Fall

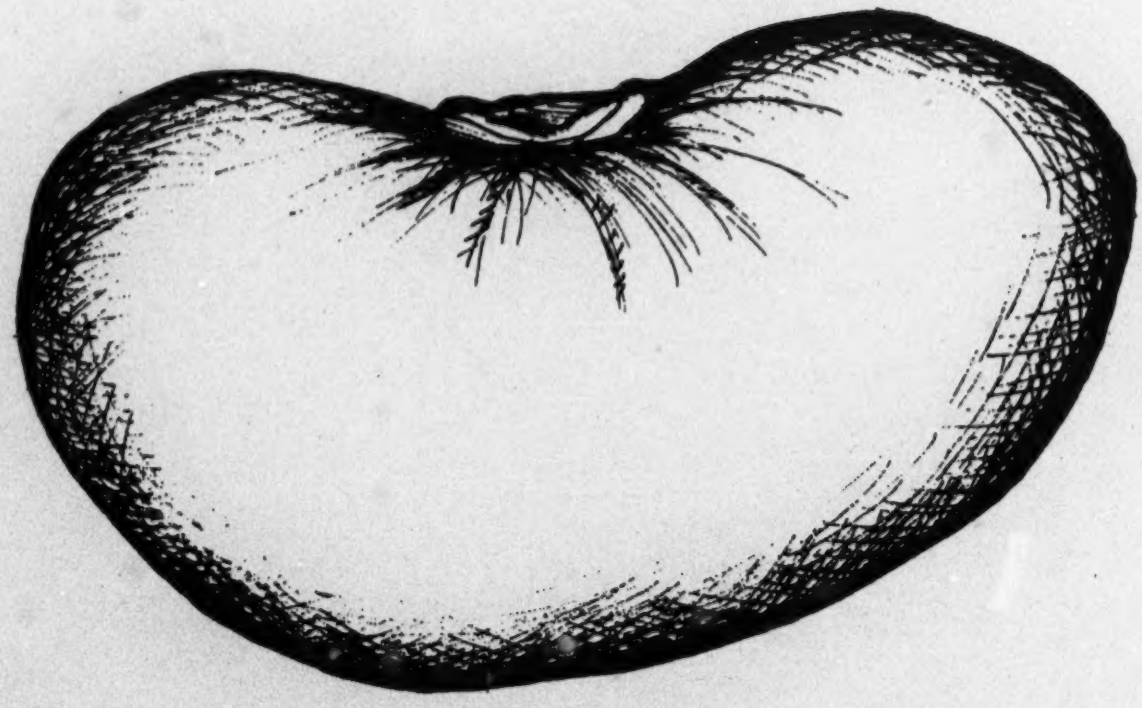
Spanish Activities 2, 3 supporting Lessons 147, 148
Lesson 149



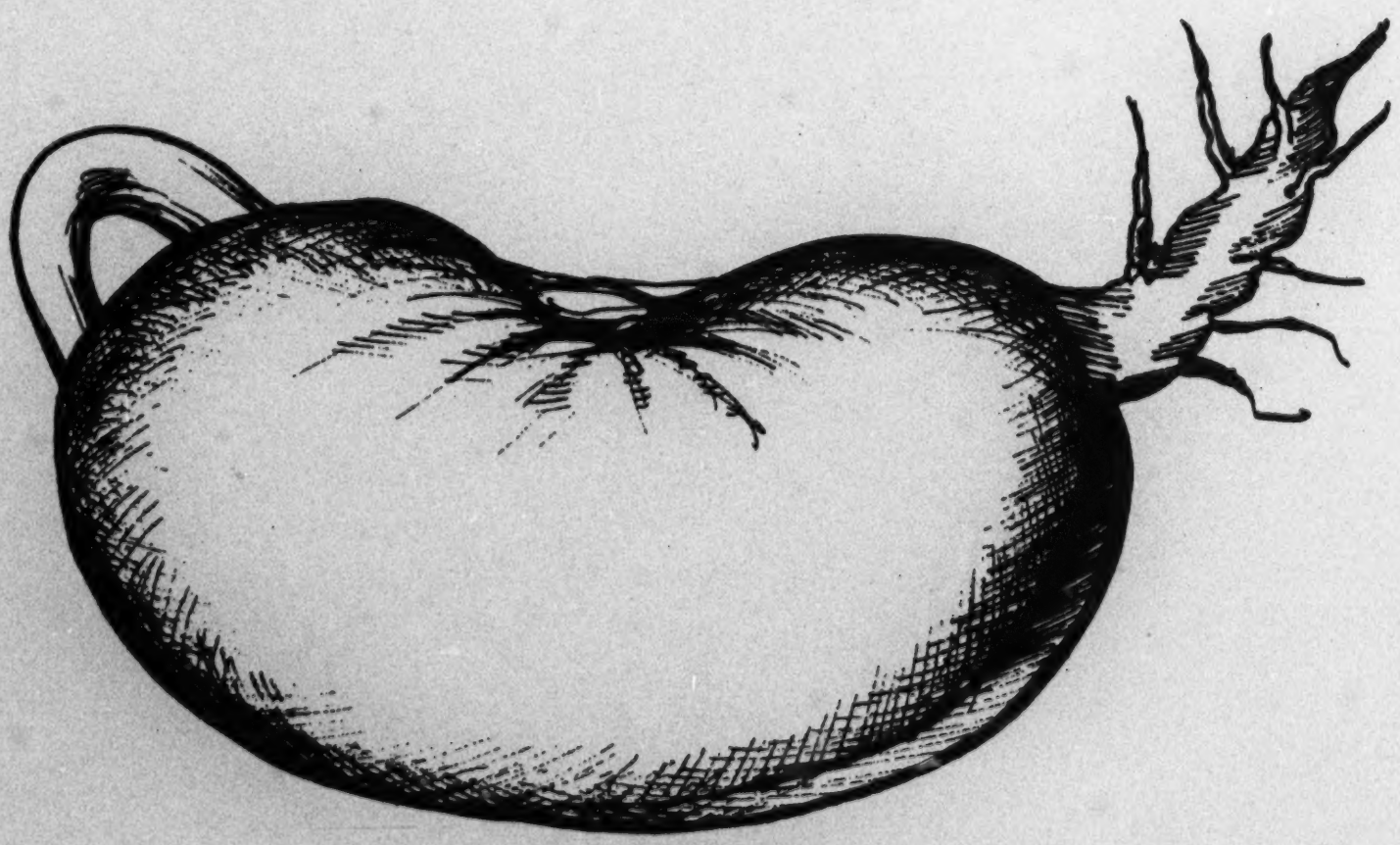
Picture 4 - Winter
Spanish Activities 2, 3 supporting Lessons 147, 148







Picture 1
Lessons 146, 147, 150



Picture 2
Lessons 146, 147, 150

red		blue			red		blue
13	+	0	=	(13) =	0	+	13
	+		=	( ) =		+	
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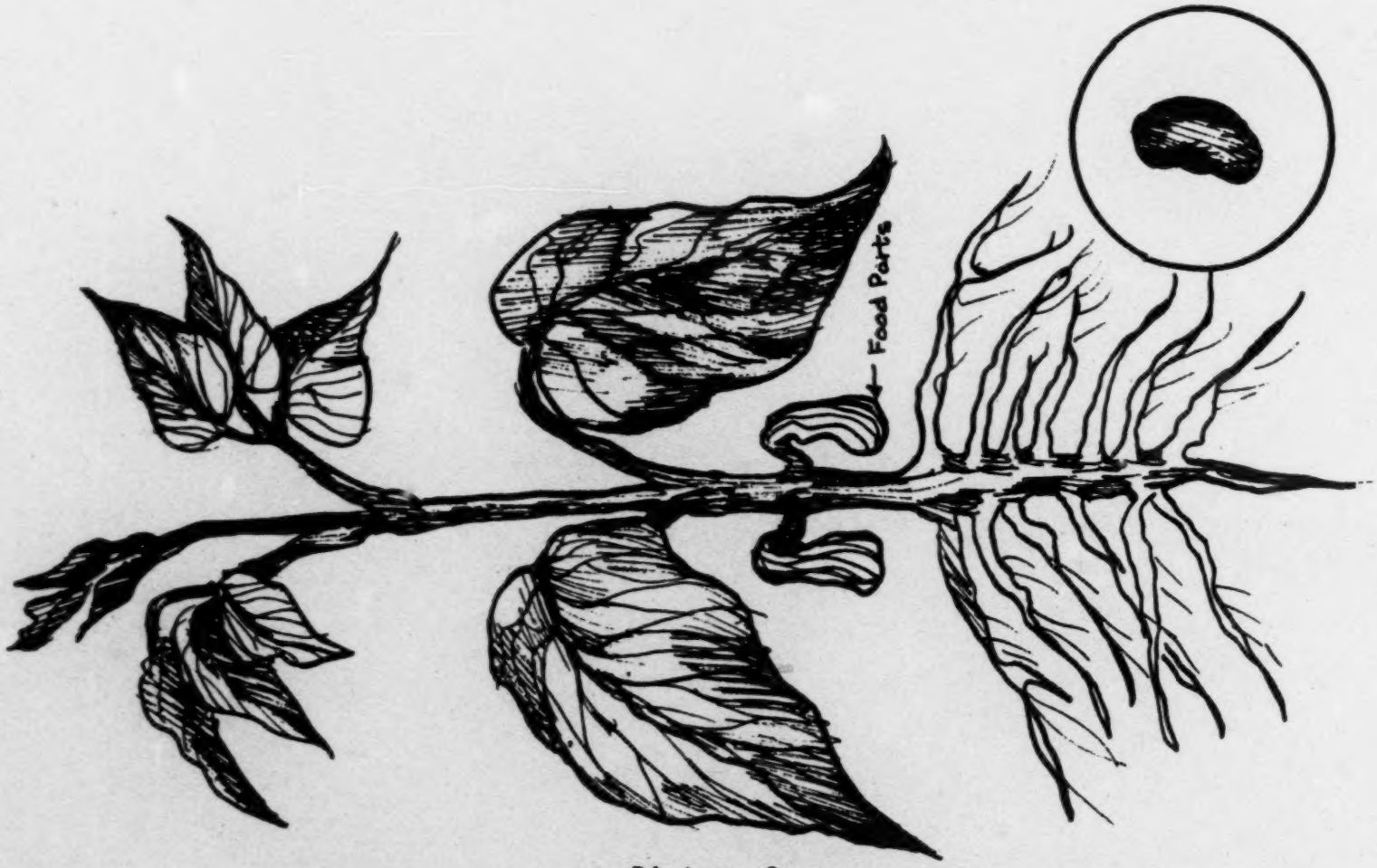
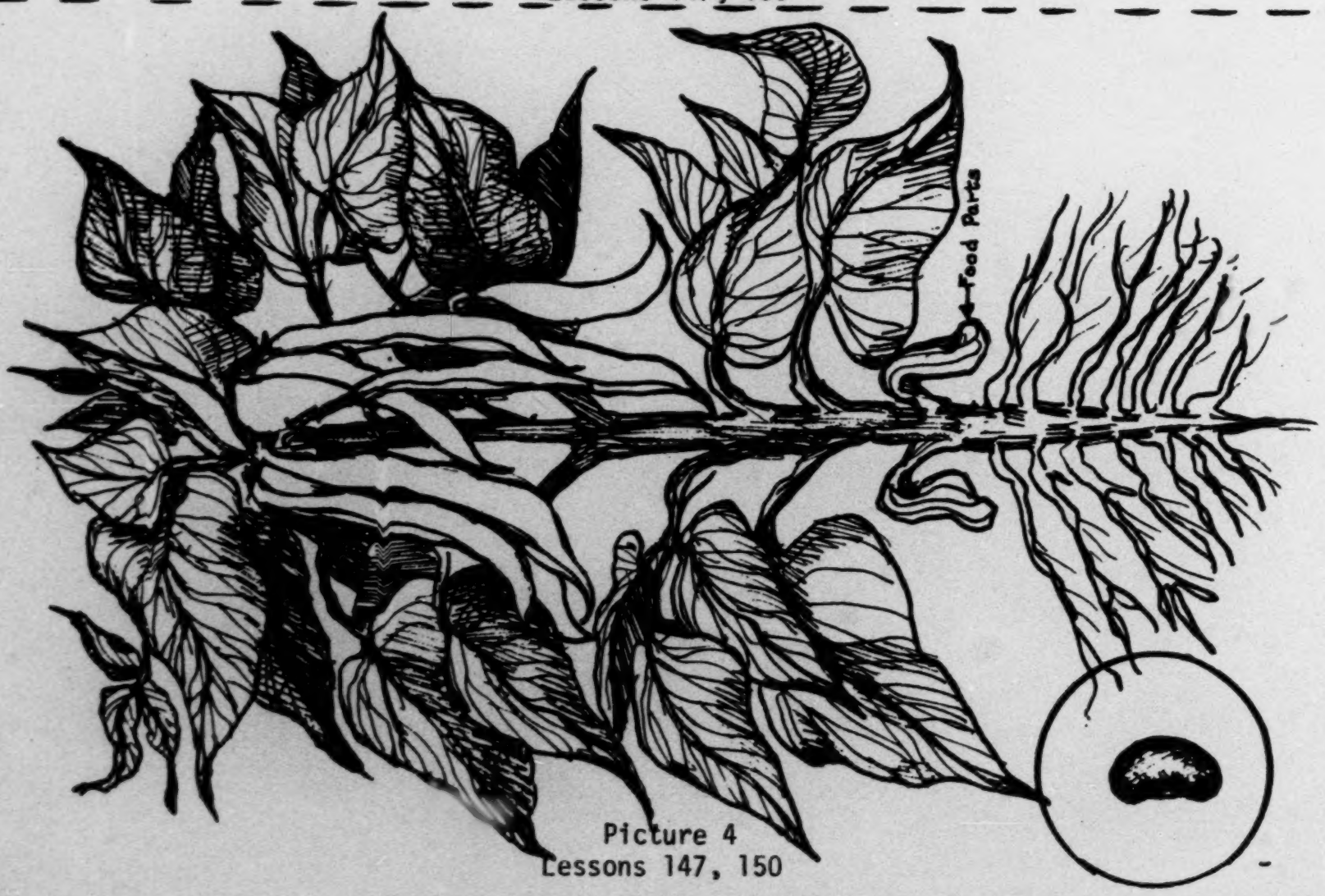


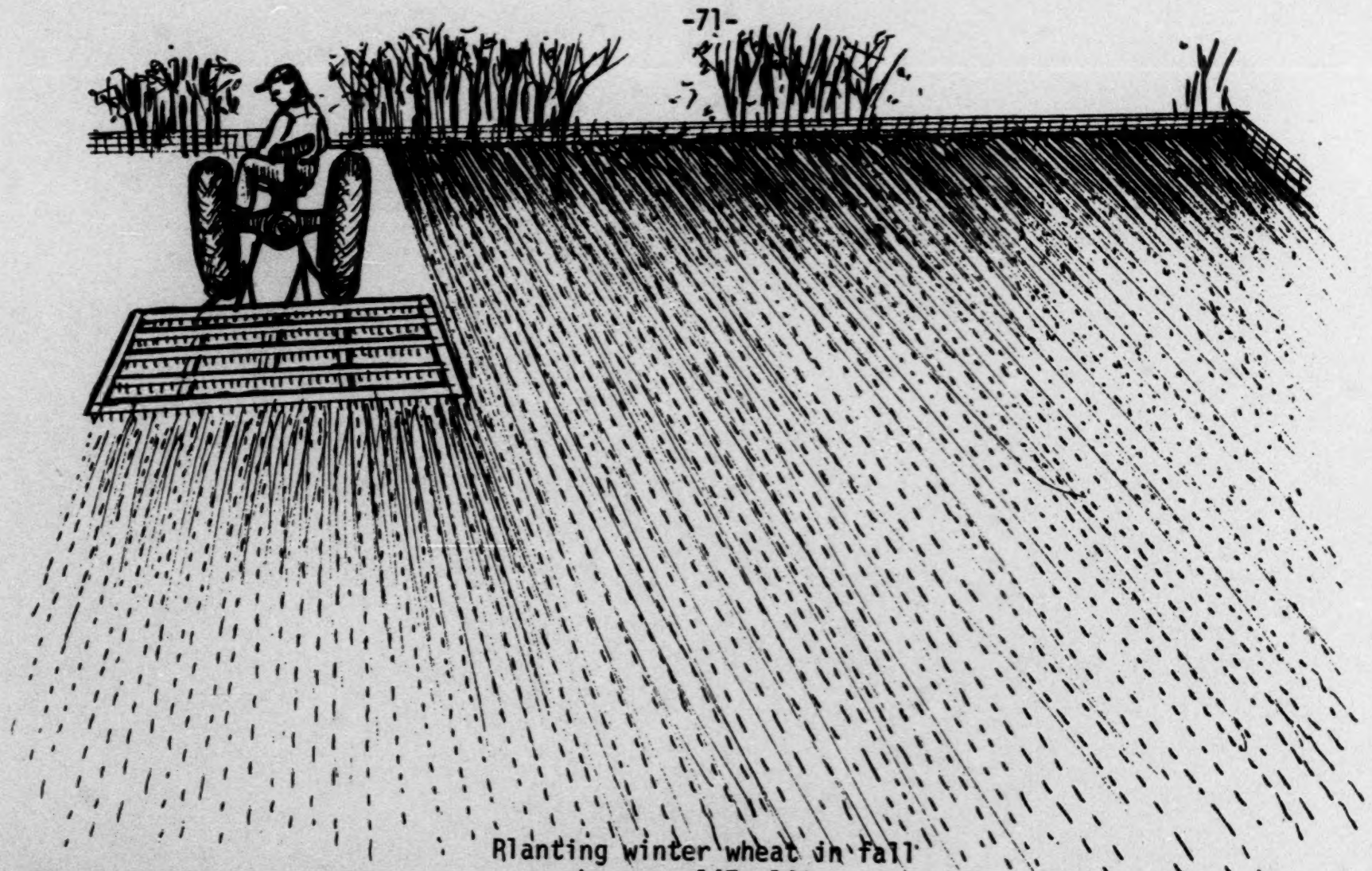
Picture 3
Lessons 147, 150



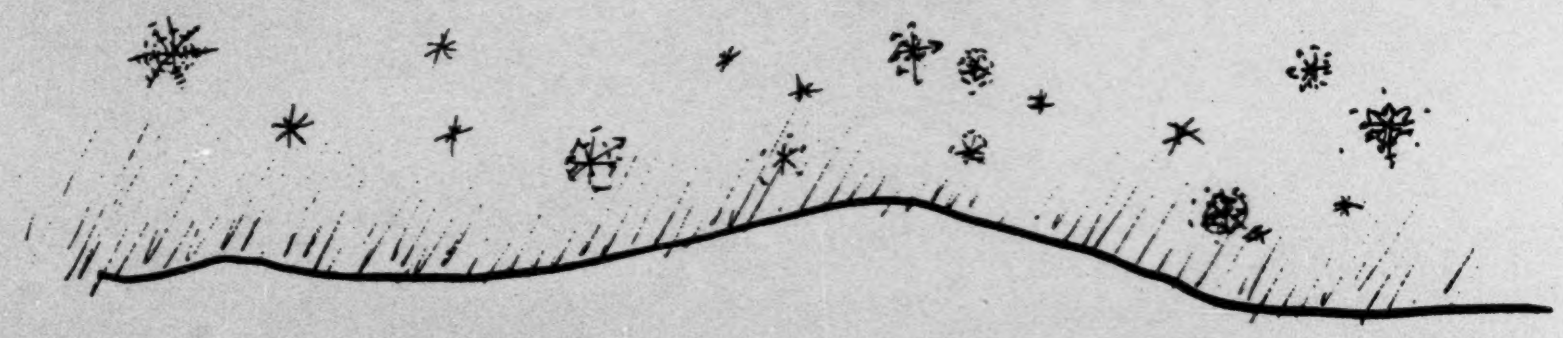
Picture 4
Lessons 147, 150

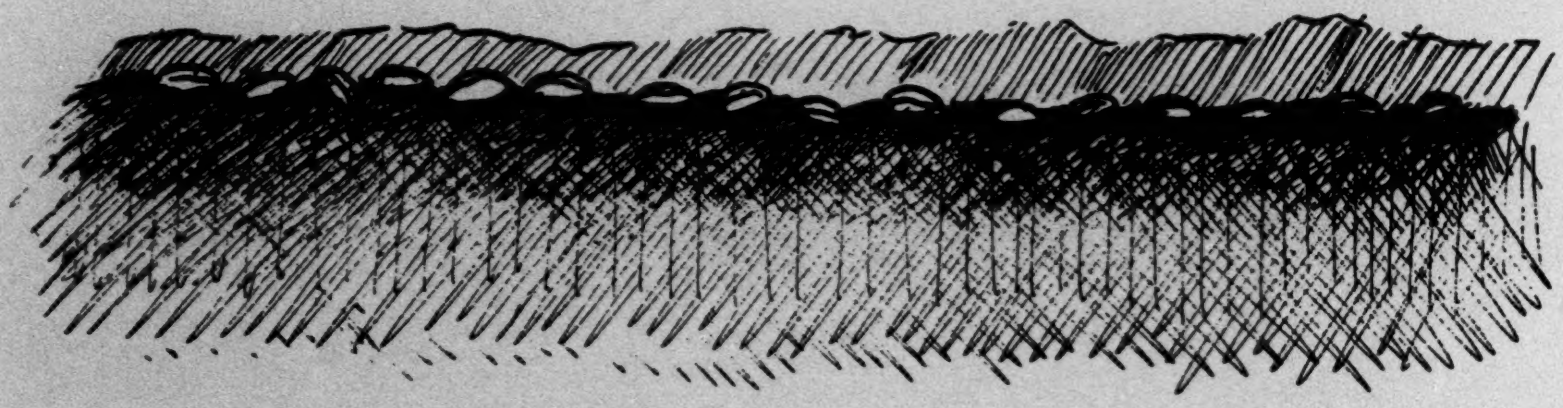
Bean field in spring
Lessons 147, 149

Bean harvester in summer
Lessons 147, 149



Planting winter wheat in fall
Lessons 147, 149





Dormant winter wheat reeds in winter
Lesson 147

Harvesting winter wheat in spring - summer
Lessons 147, 149

spruce
juniper
pine
holly
mistletoe
ivy

red		blue			red		blue
14	+	0	= (14) =		0	+	14
	+		= ( ) =			+	
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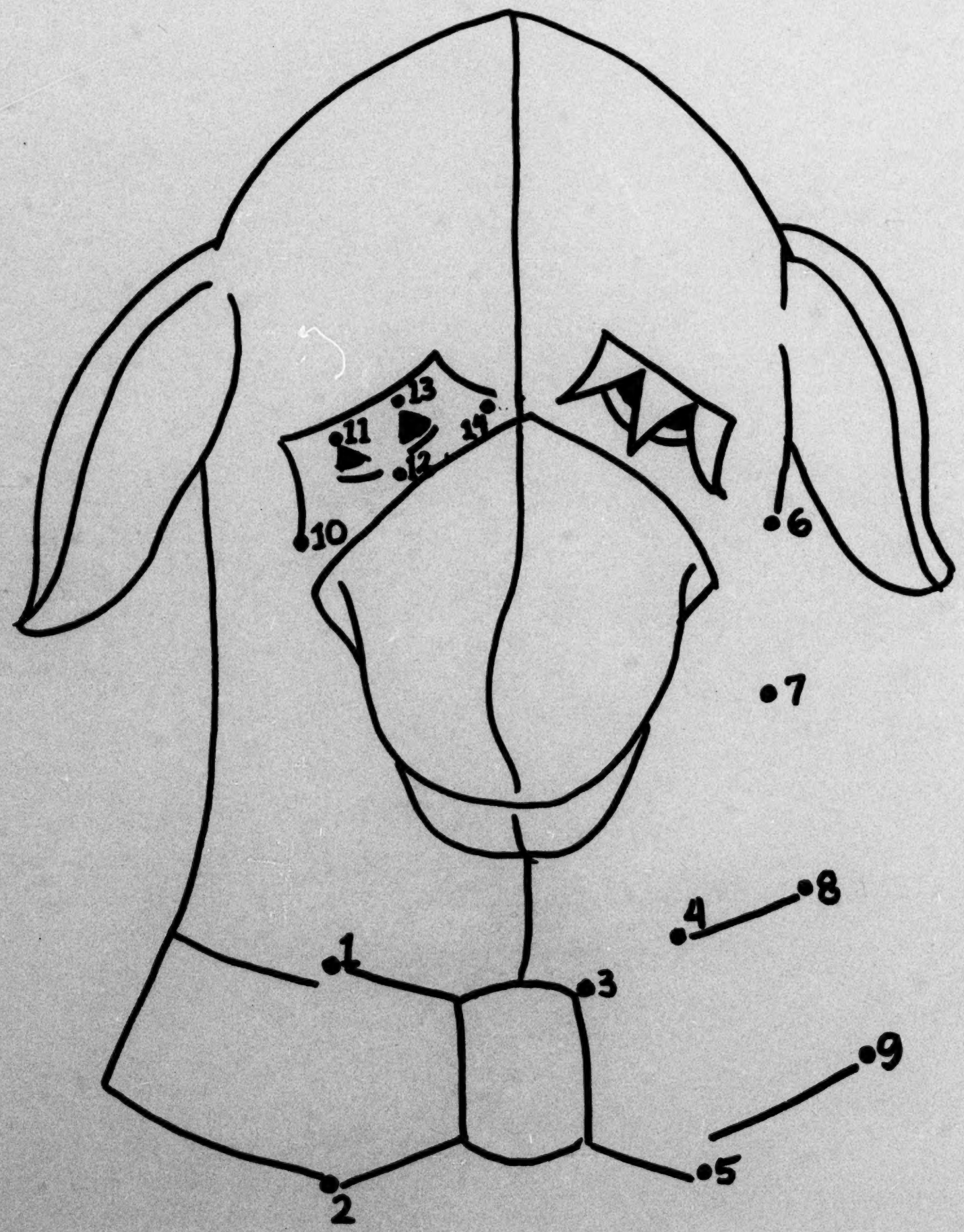
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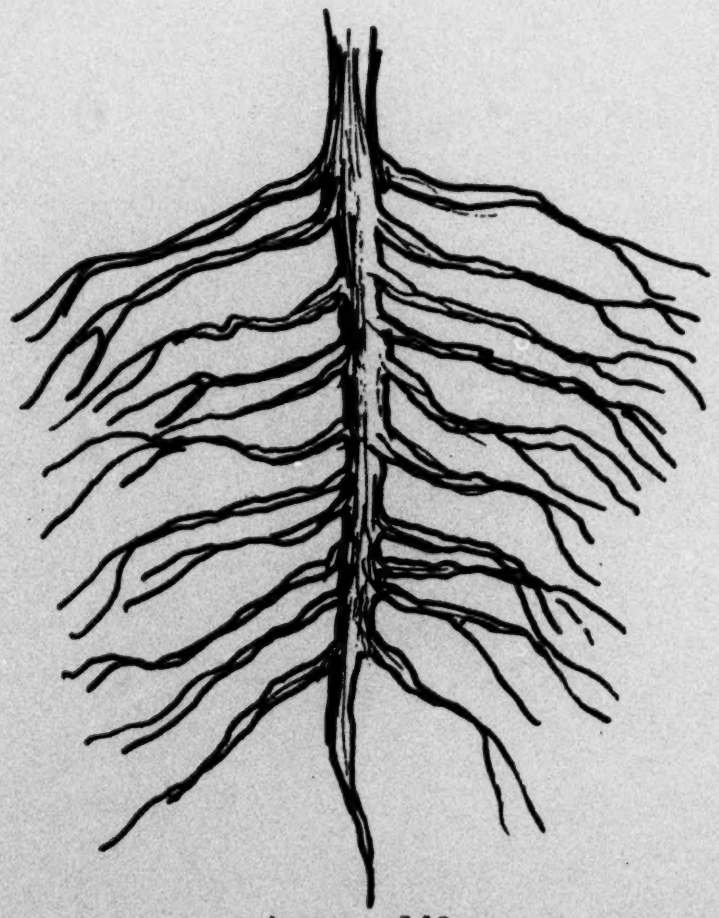
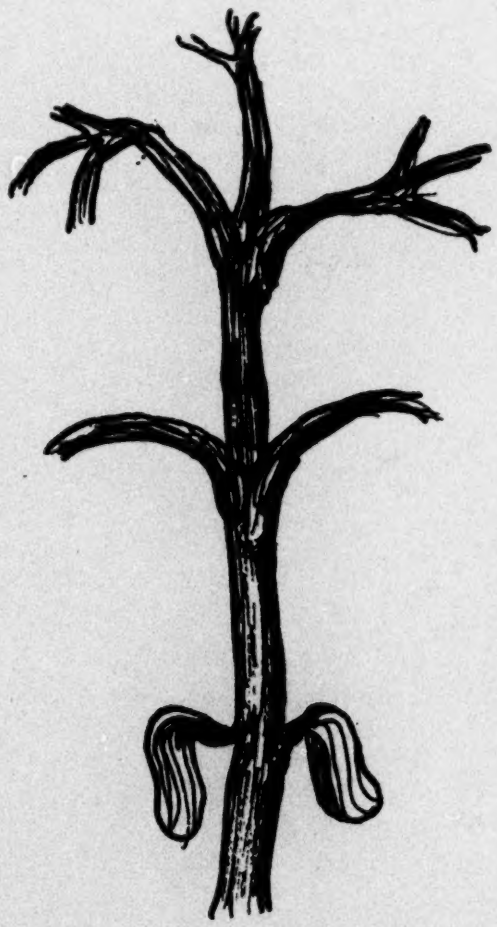


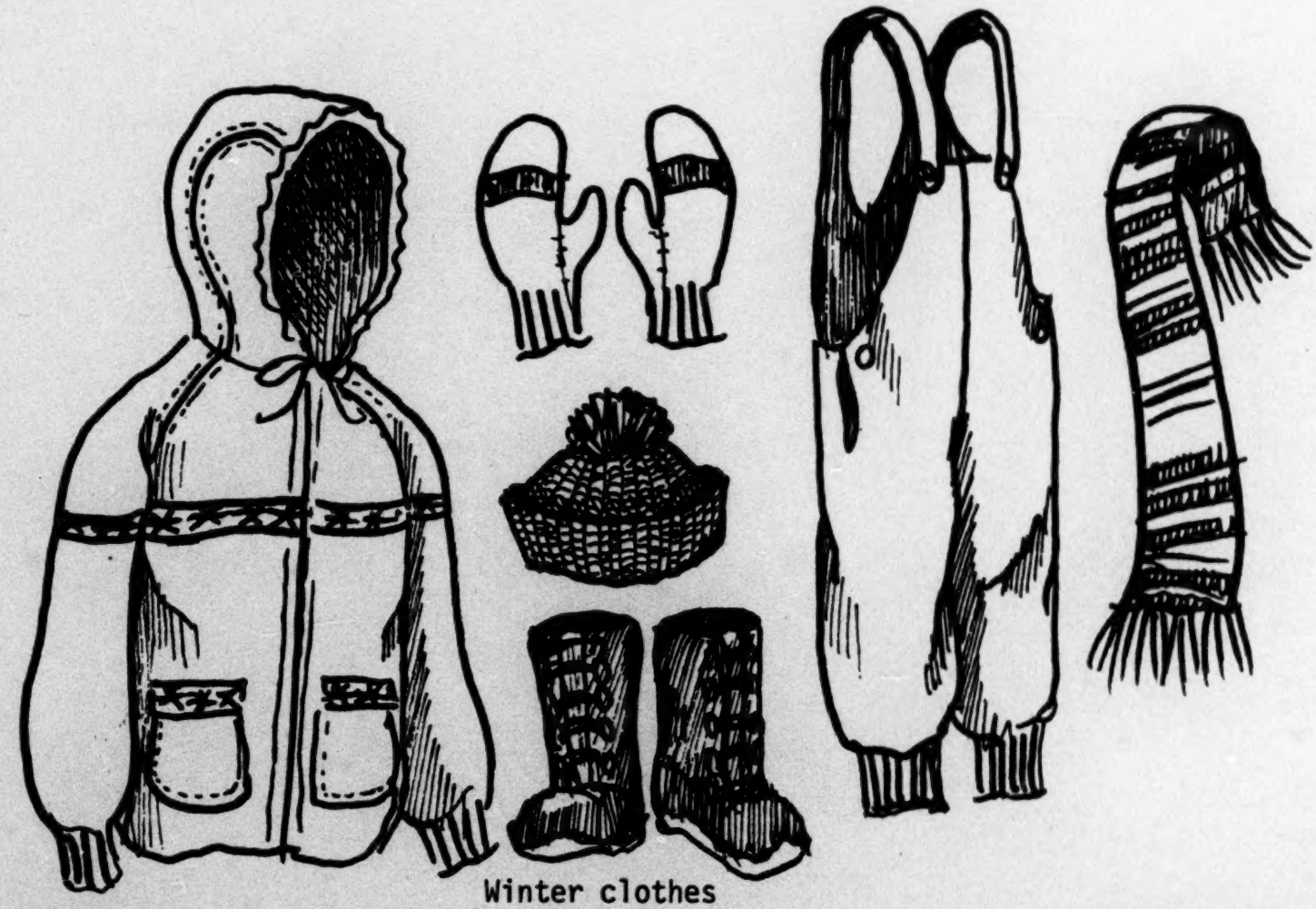
Lesson 148



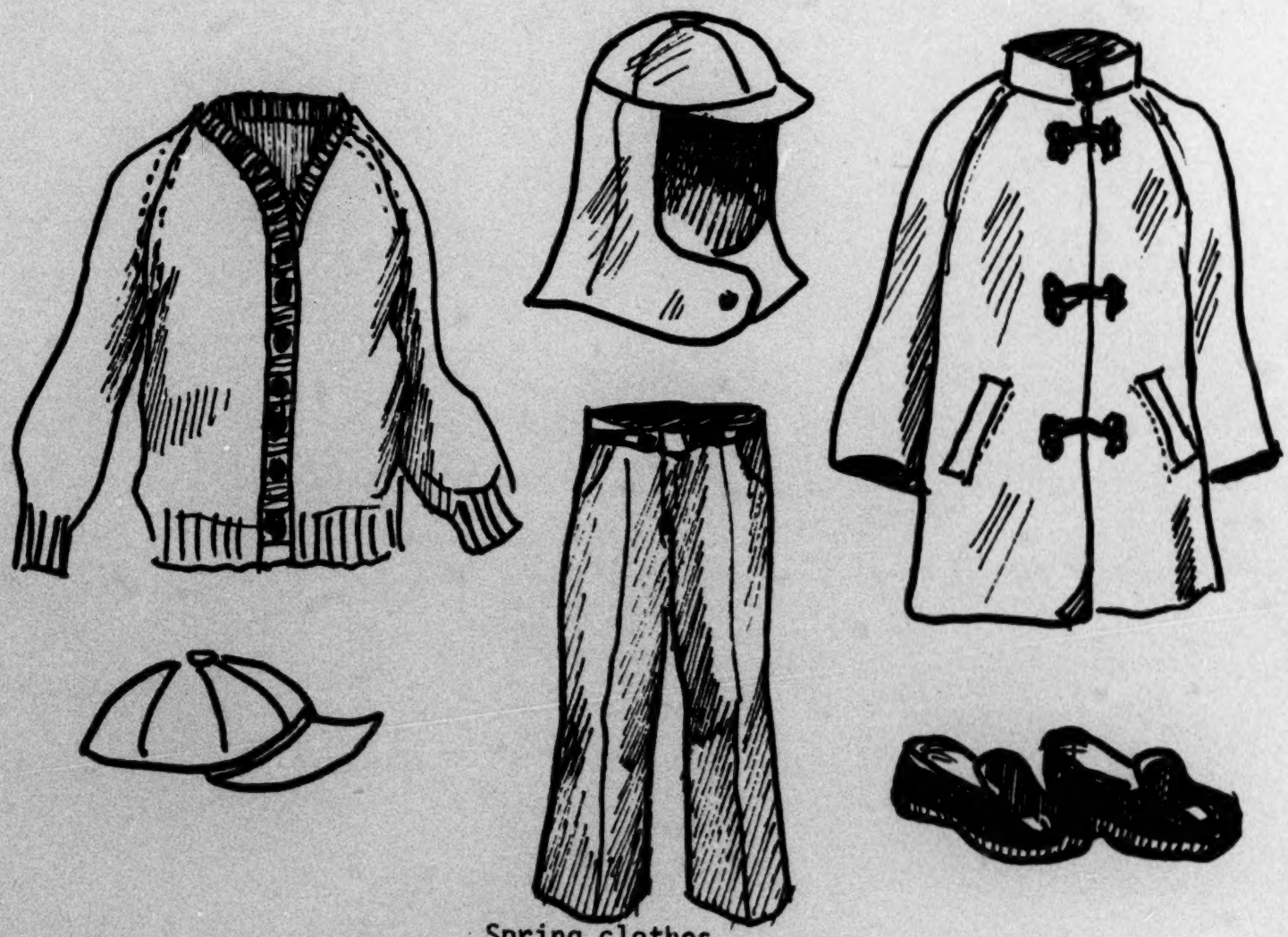
Lesson 148

Lesson 148

Lessons 148, 149



Winter clothes
Lesson 148



Spring clothes
Lesson 148

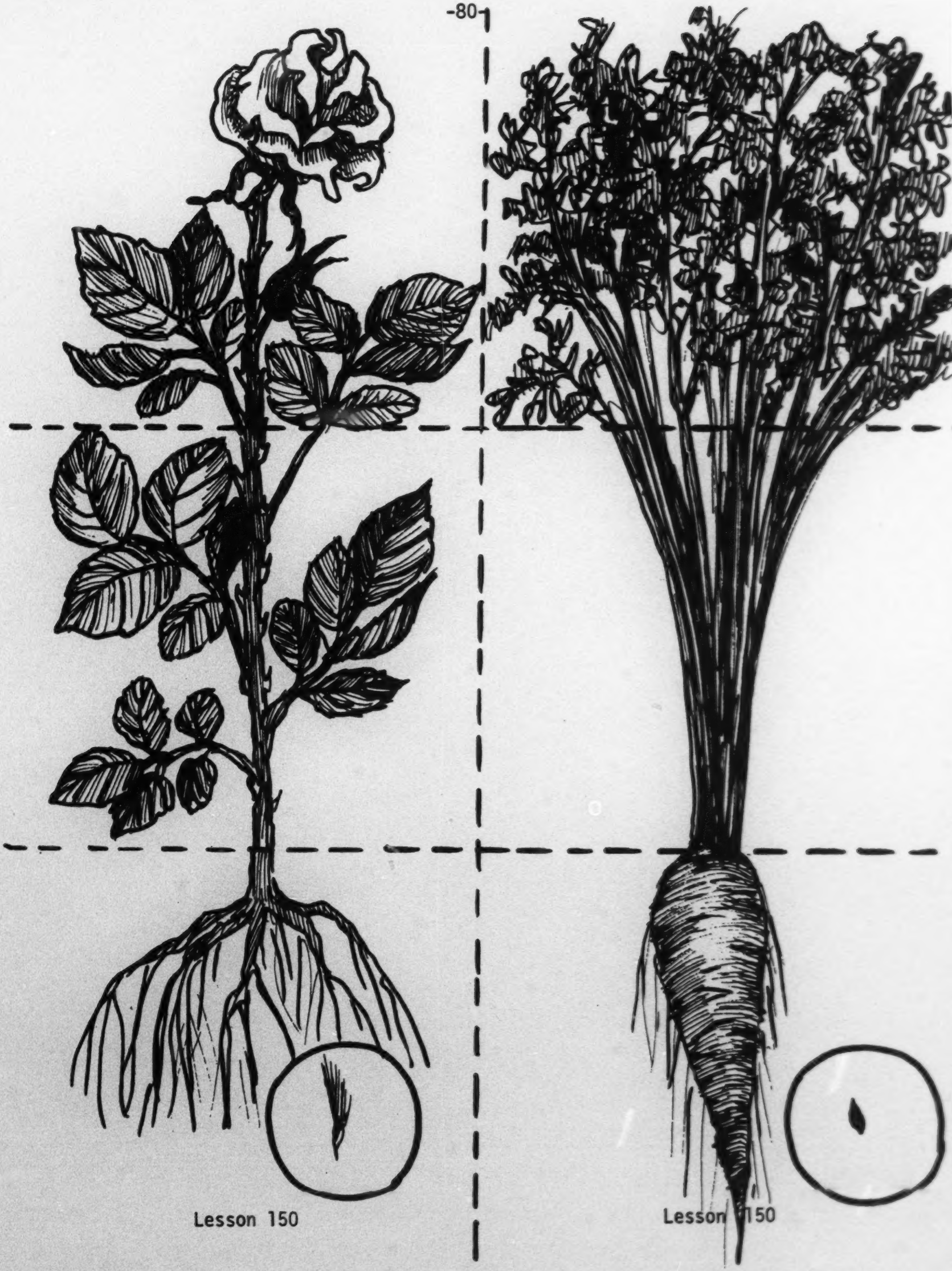
Fall clothes
Lesson 148

Empty summer wheat field
Lesson 149

Empty fall bean field
Lesson 149

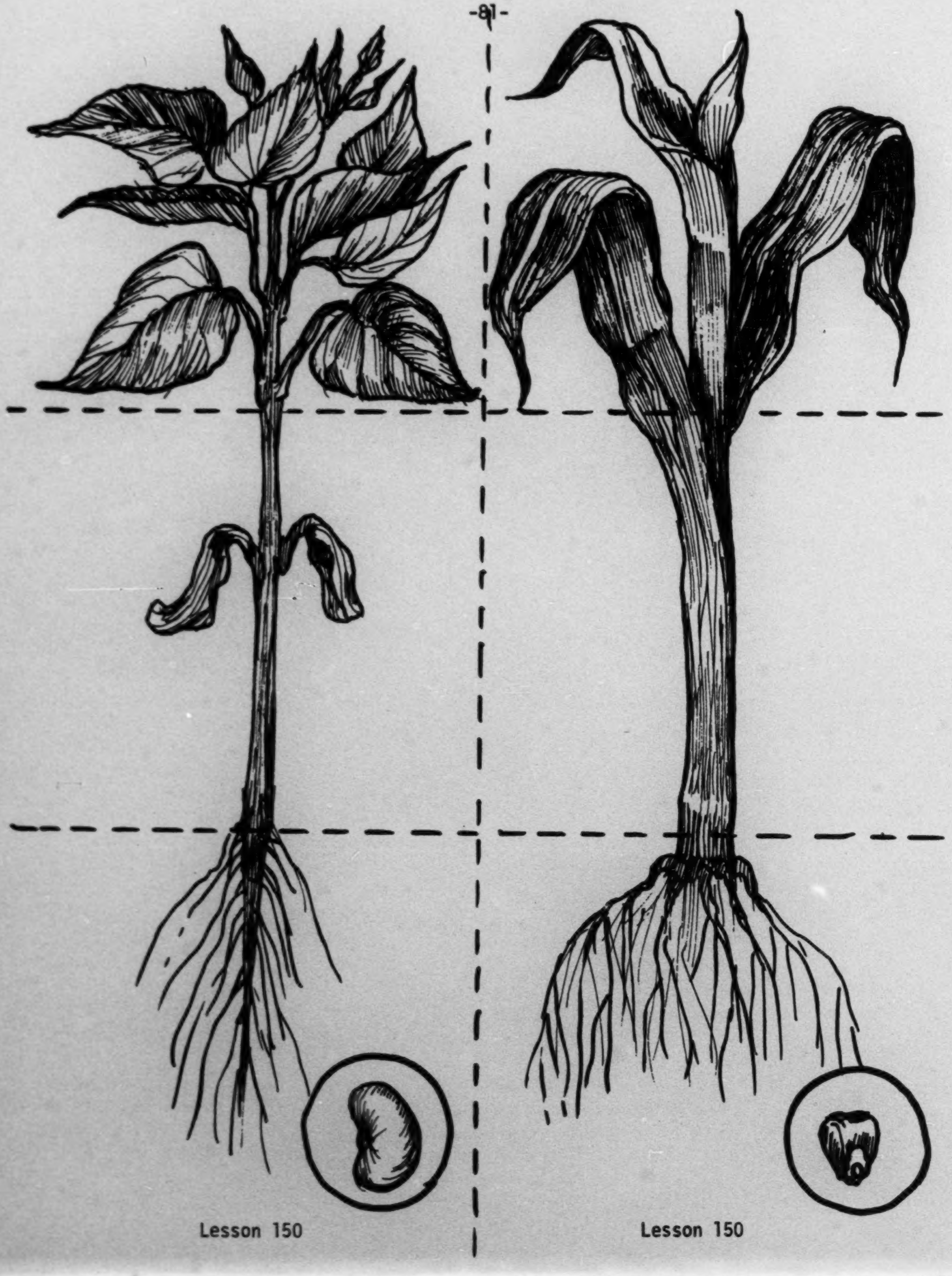
231

-80-



Lesson 150

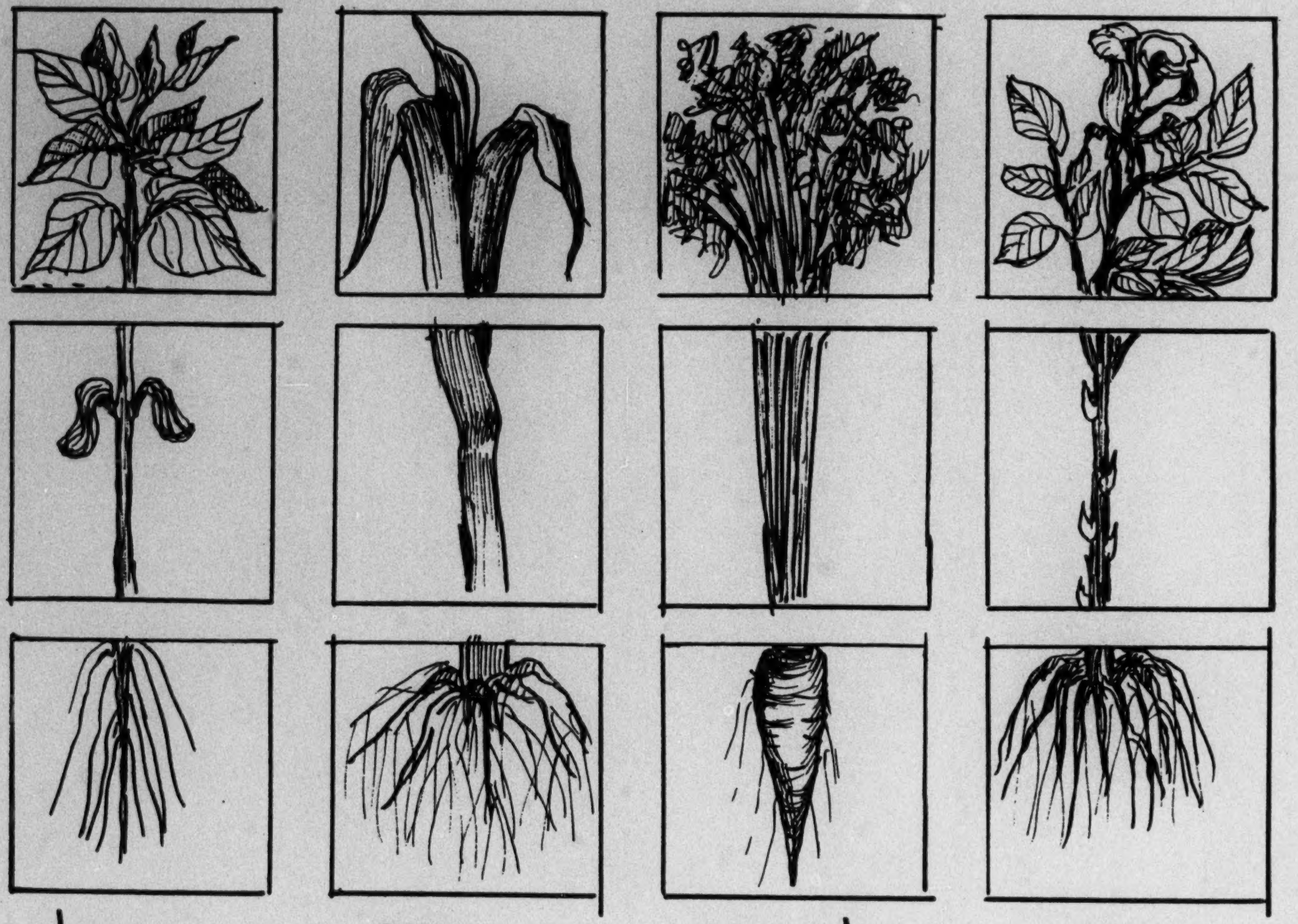
Lesson 150

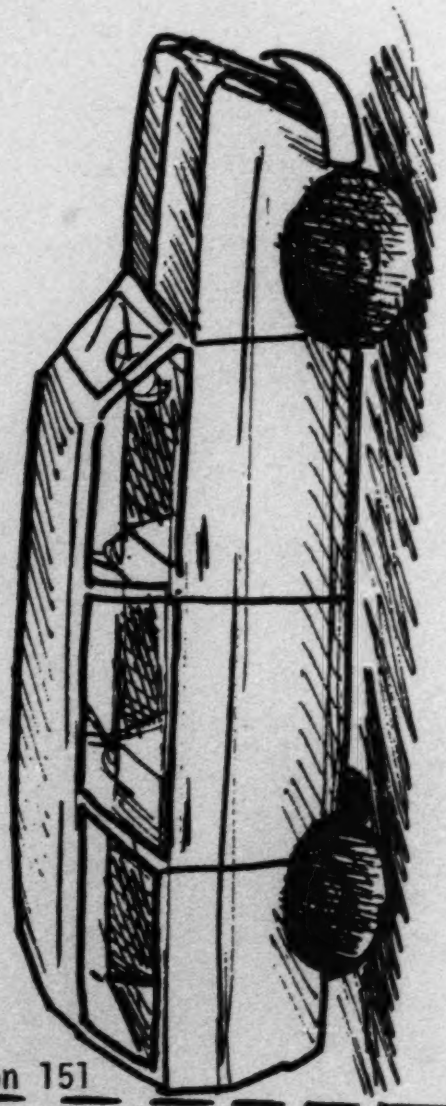


Lesson 150

Lesson 150

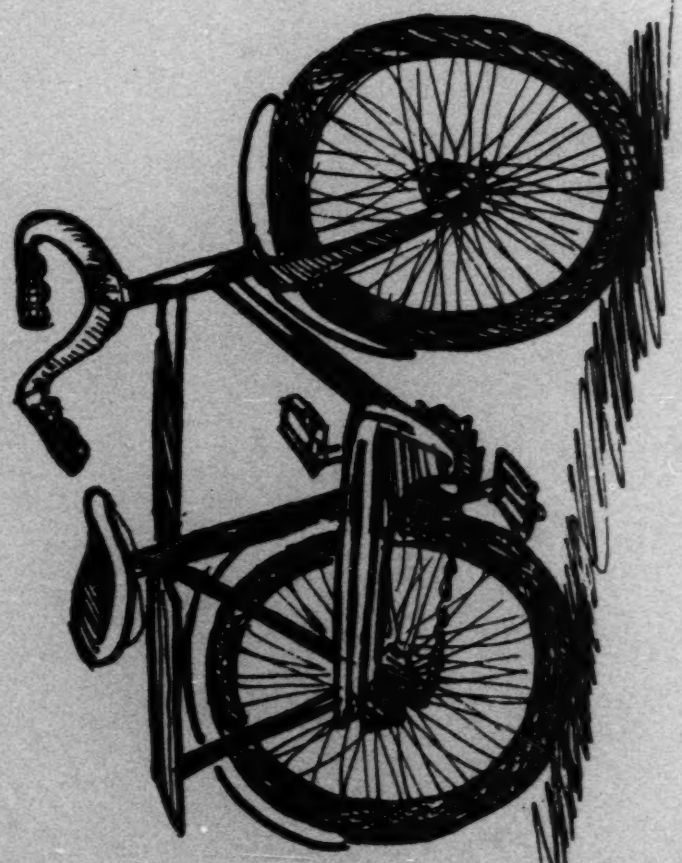
Chalkboard model
Lesson 150



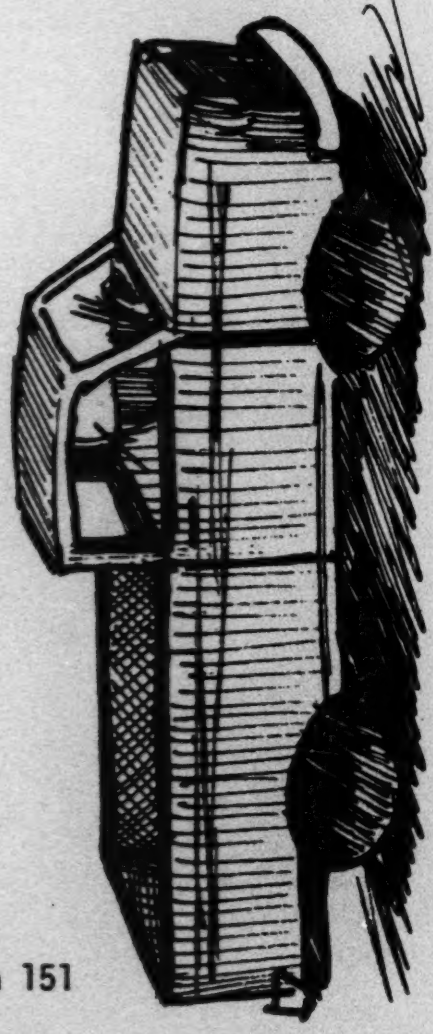


Lesson 151

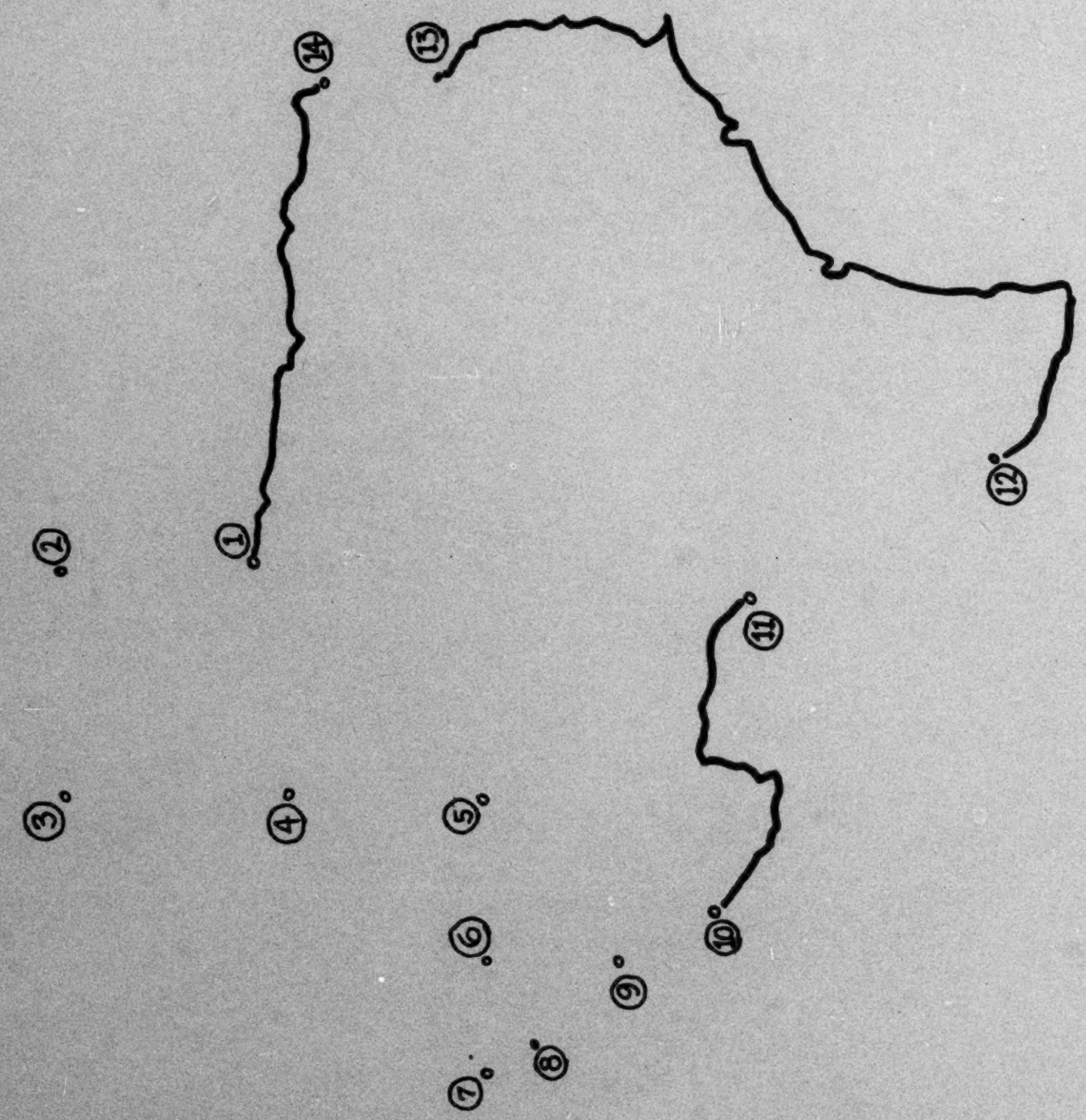
Lesson 151



Lesson 151



Lesson 151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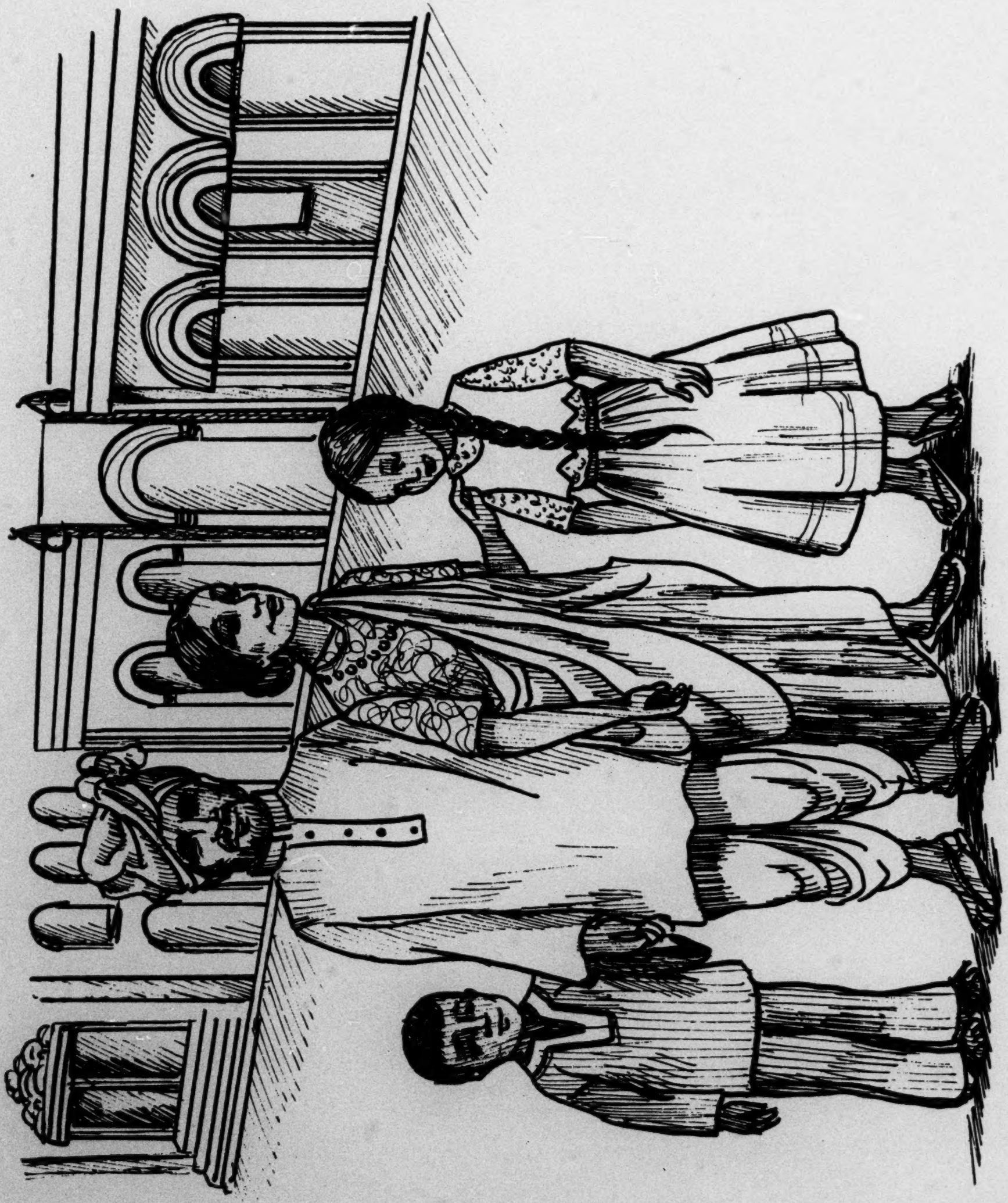
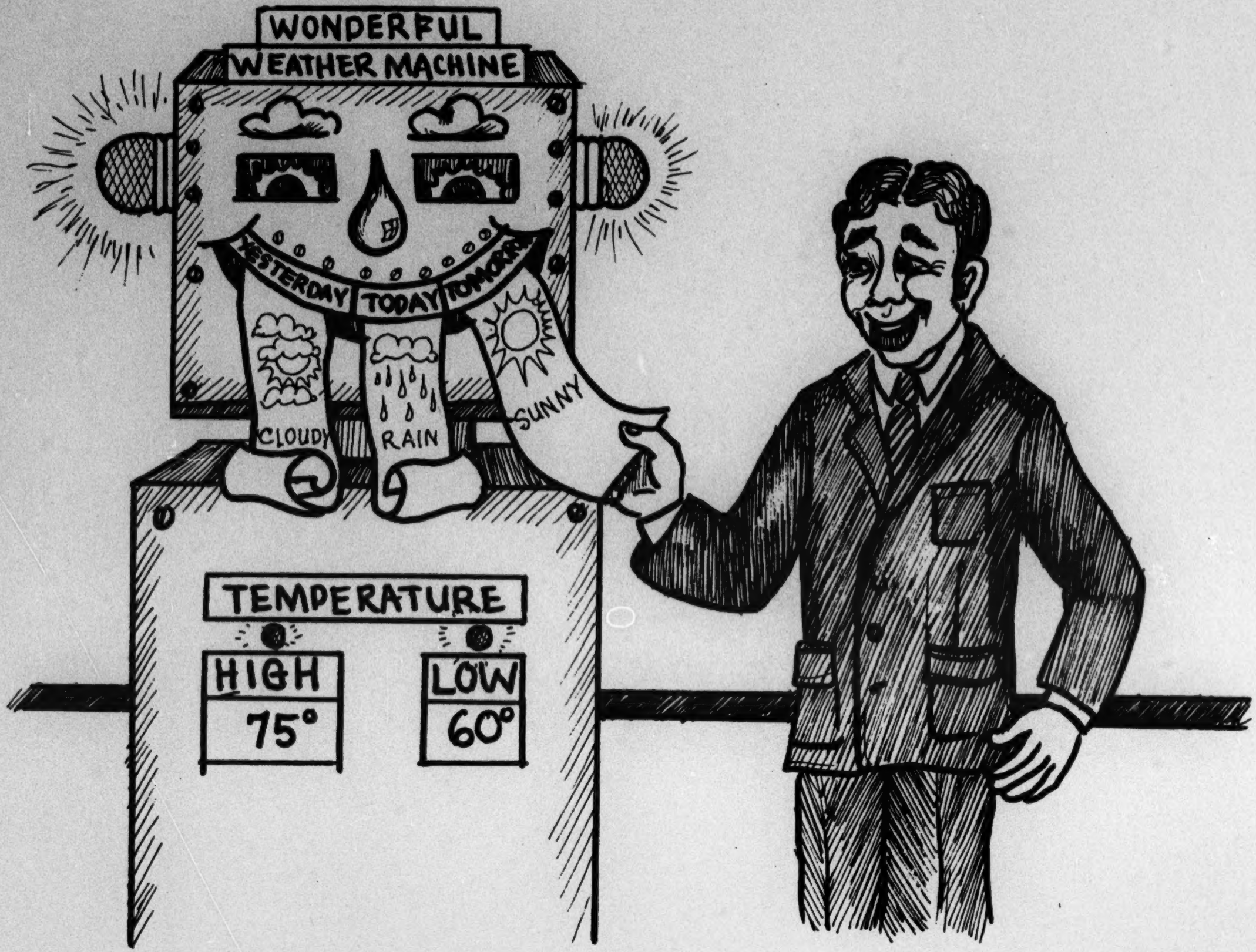
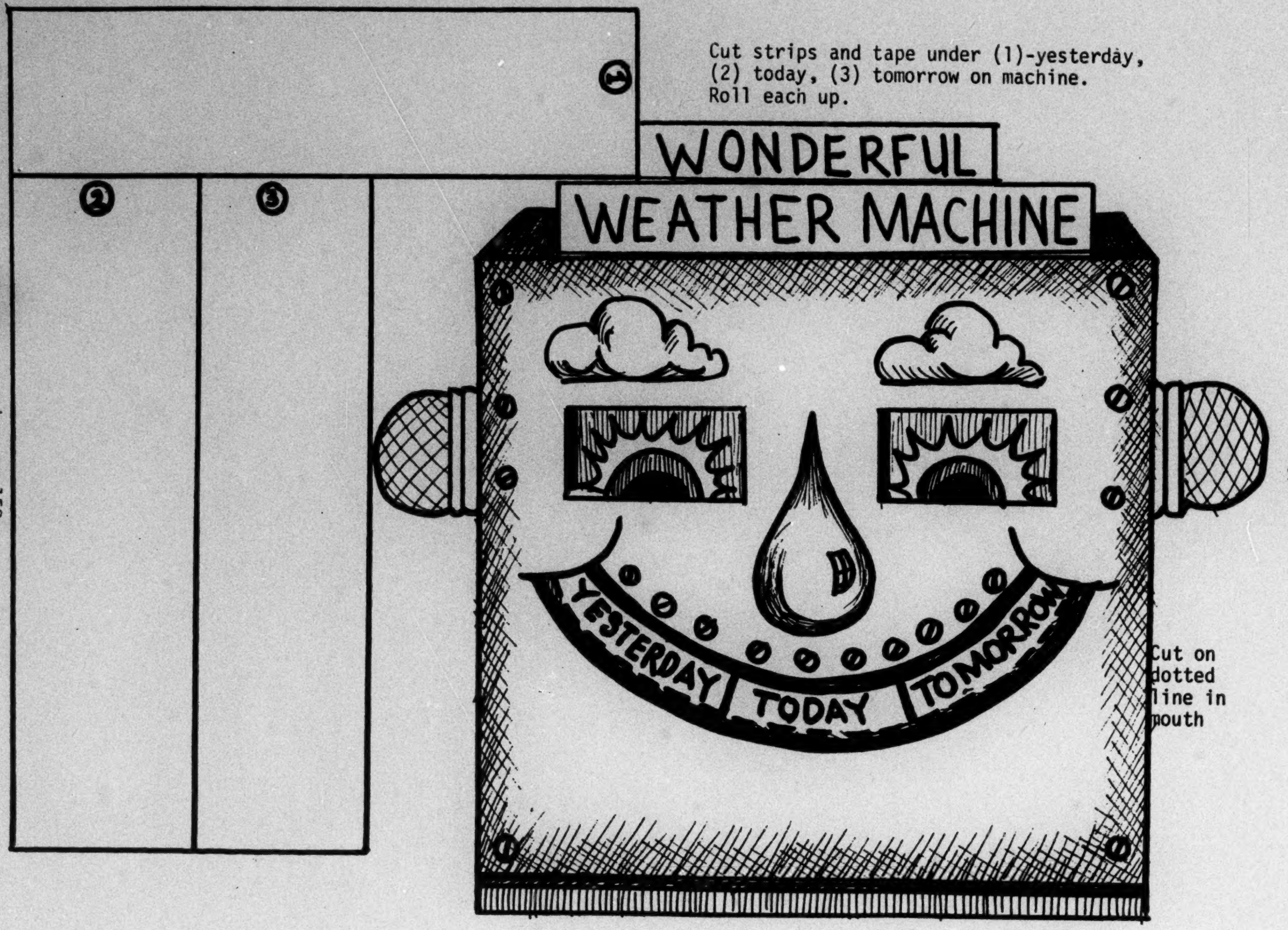


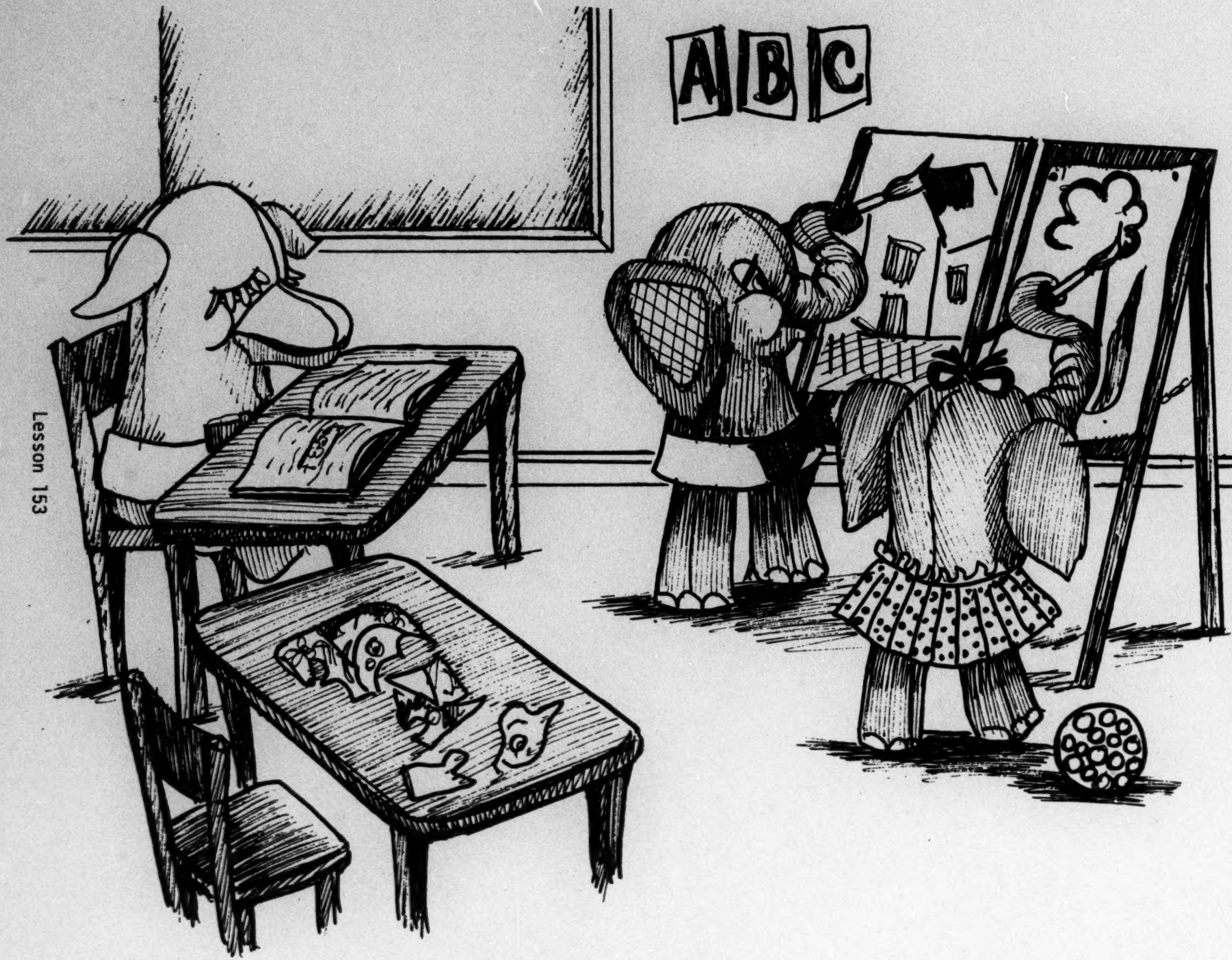

WONDERFUL
WEATHER MACHINE
YESTERDAY
TODAY
TOMORROW
CLOUDY
RAIN
SUNNY
TEMPERATURE
HIGH
75°
LOW
60°

Cut strips and tape under (1)-yesterday, (2) today, (3) tomorrow on machine. Roll each up.



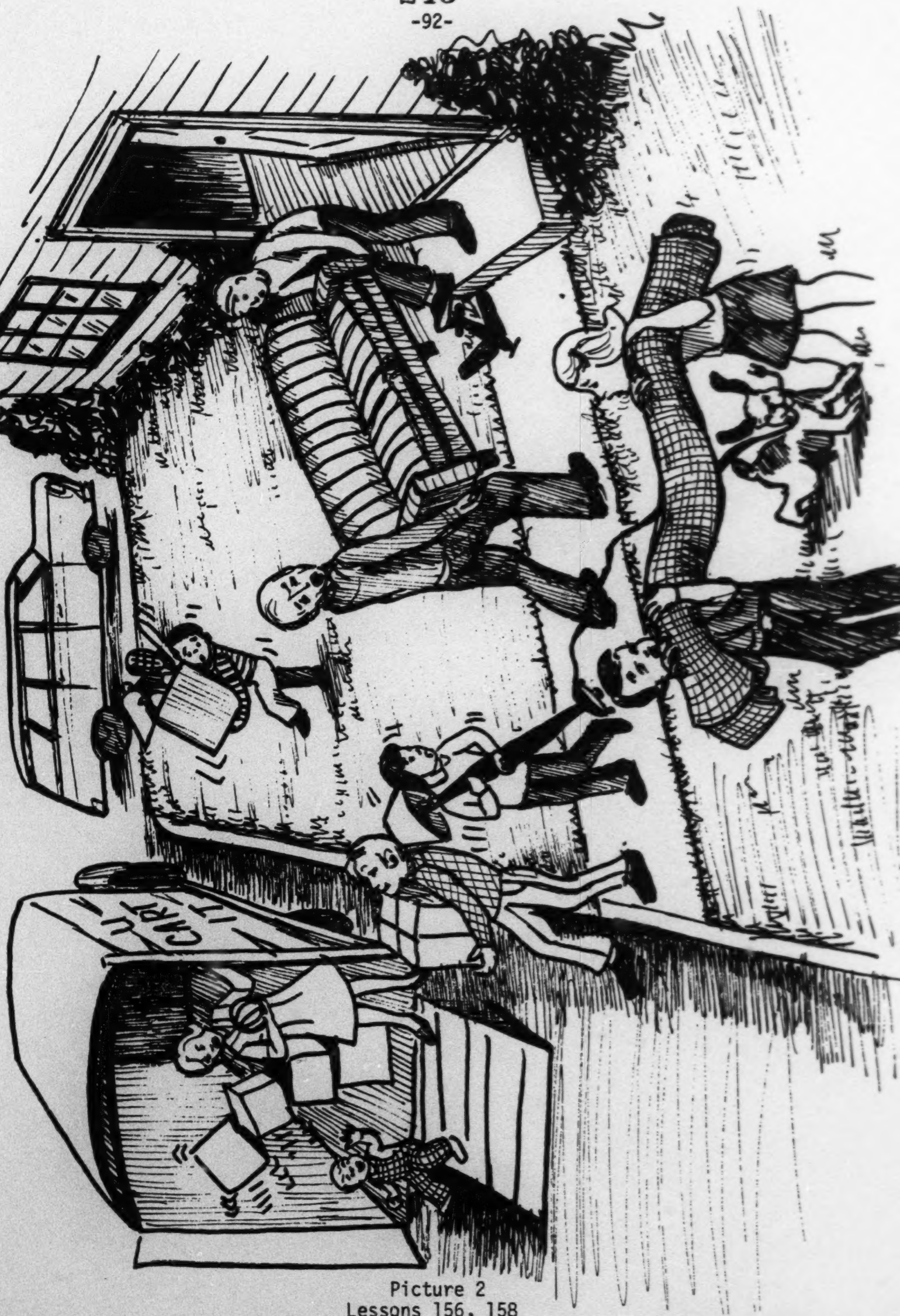
Cut on dotted line in mouth

SC HOOL

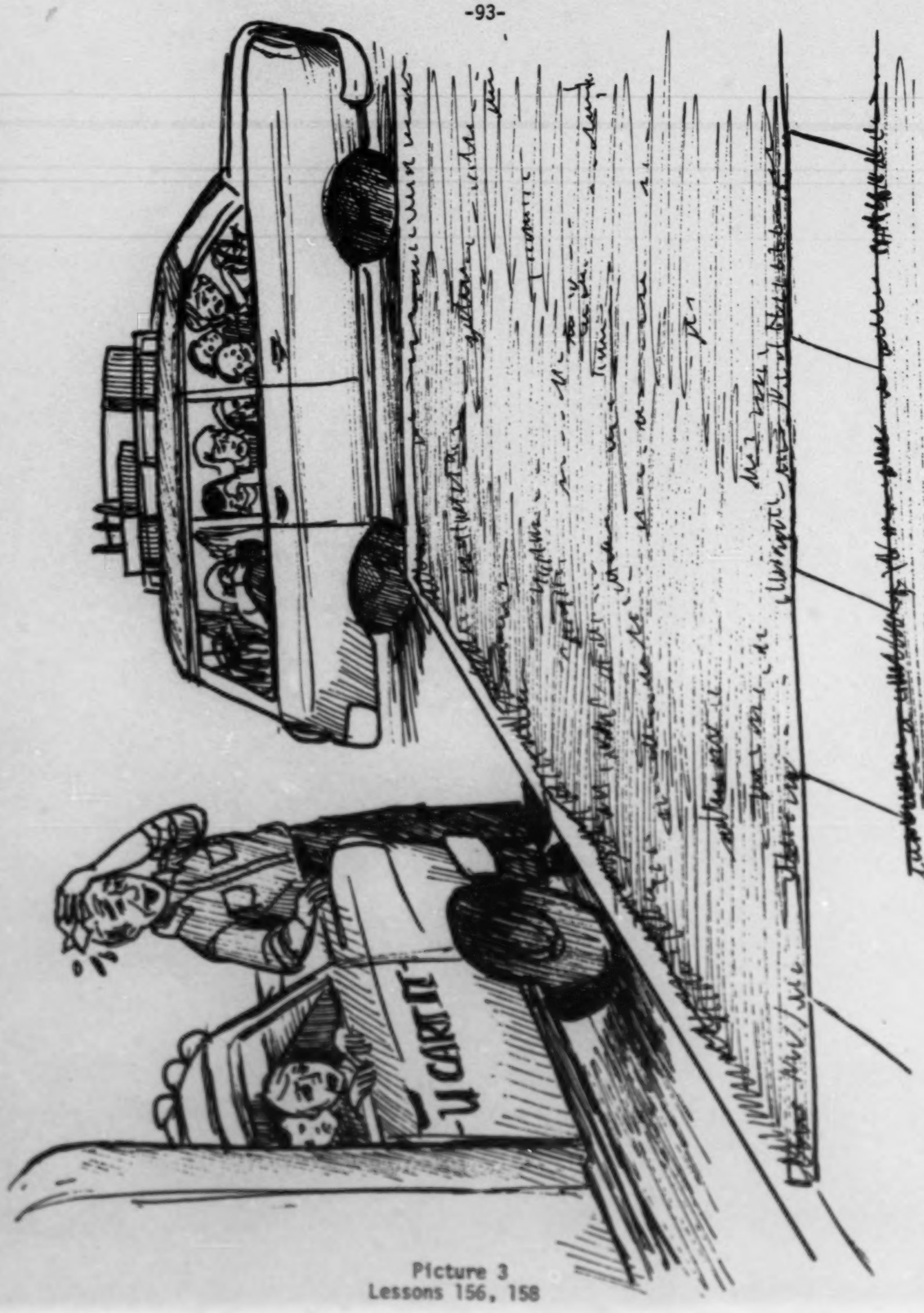

ABC

Spanish Activity 4 supporting Lesson 159

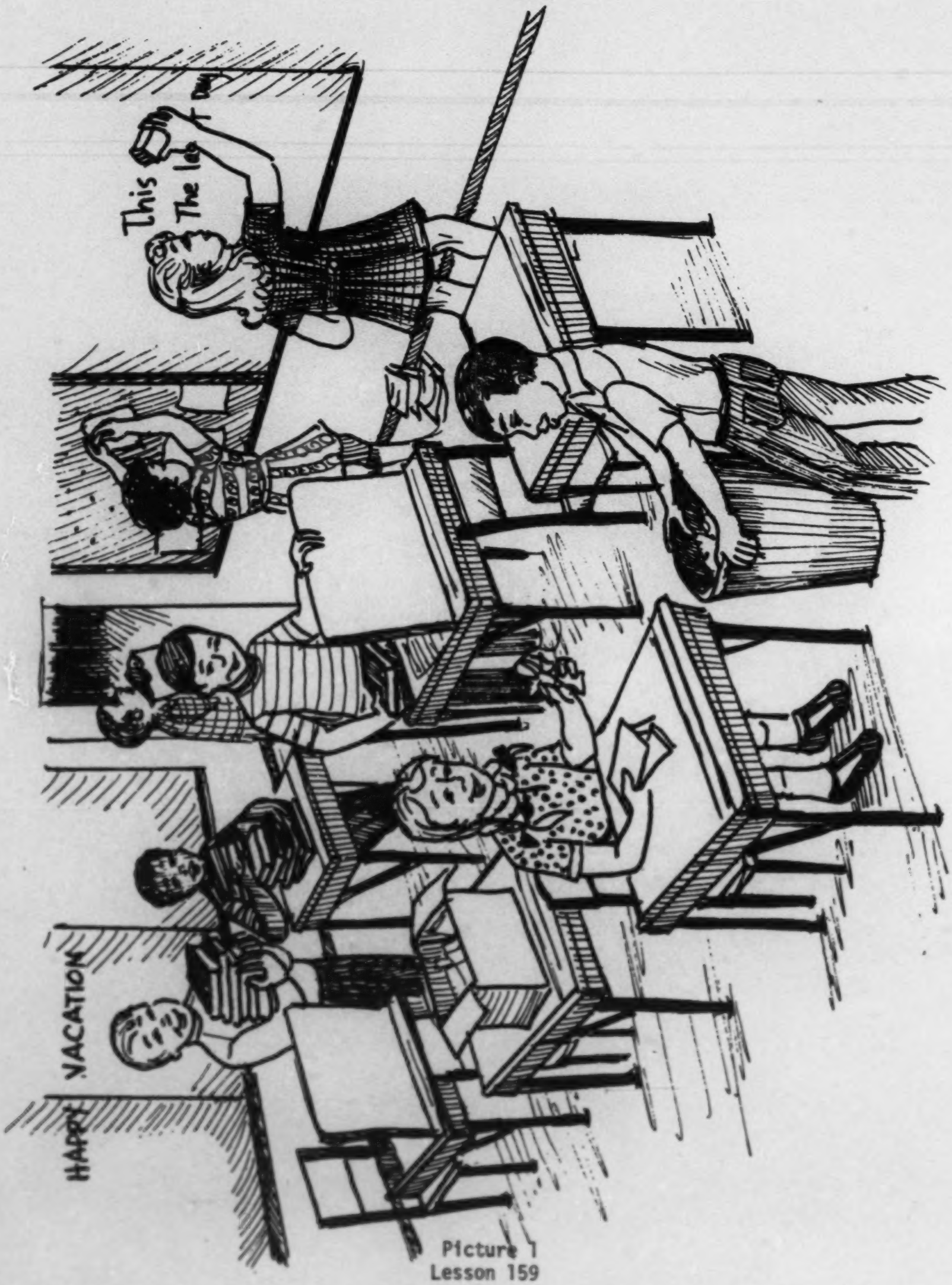
Picture
Lessons 156, 158



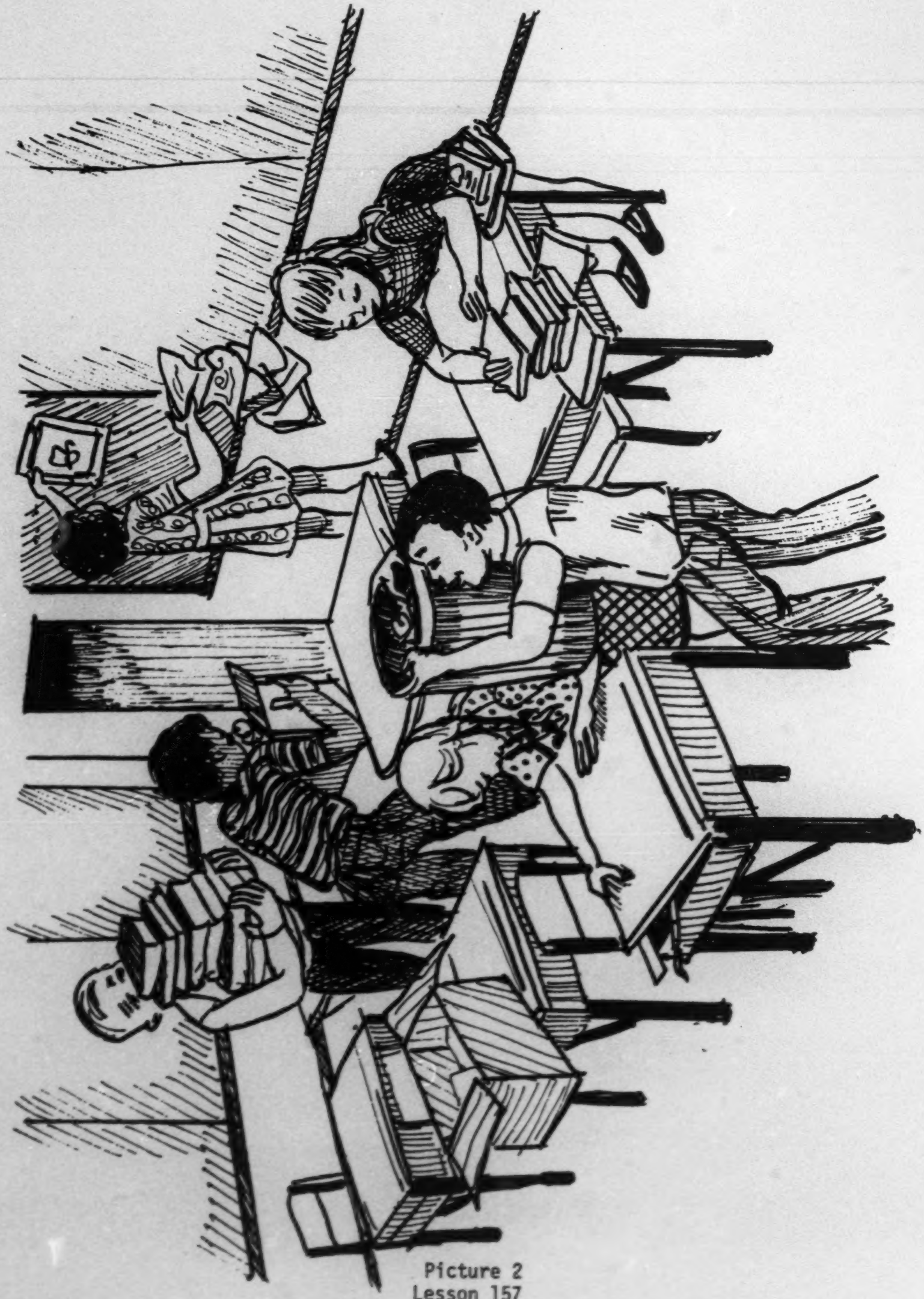
Picture 2
Lessons 156, 158



Picture 3
Lessons 156, 158



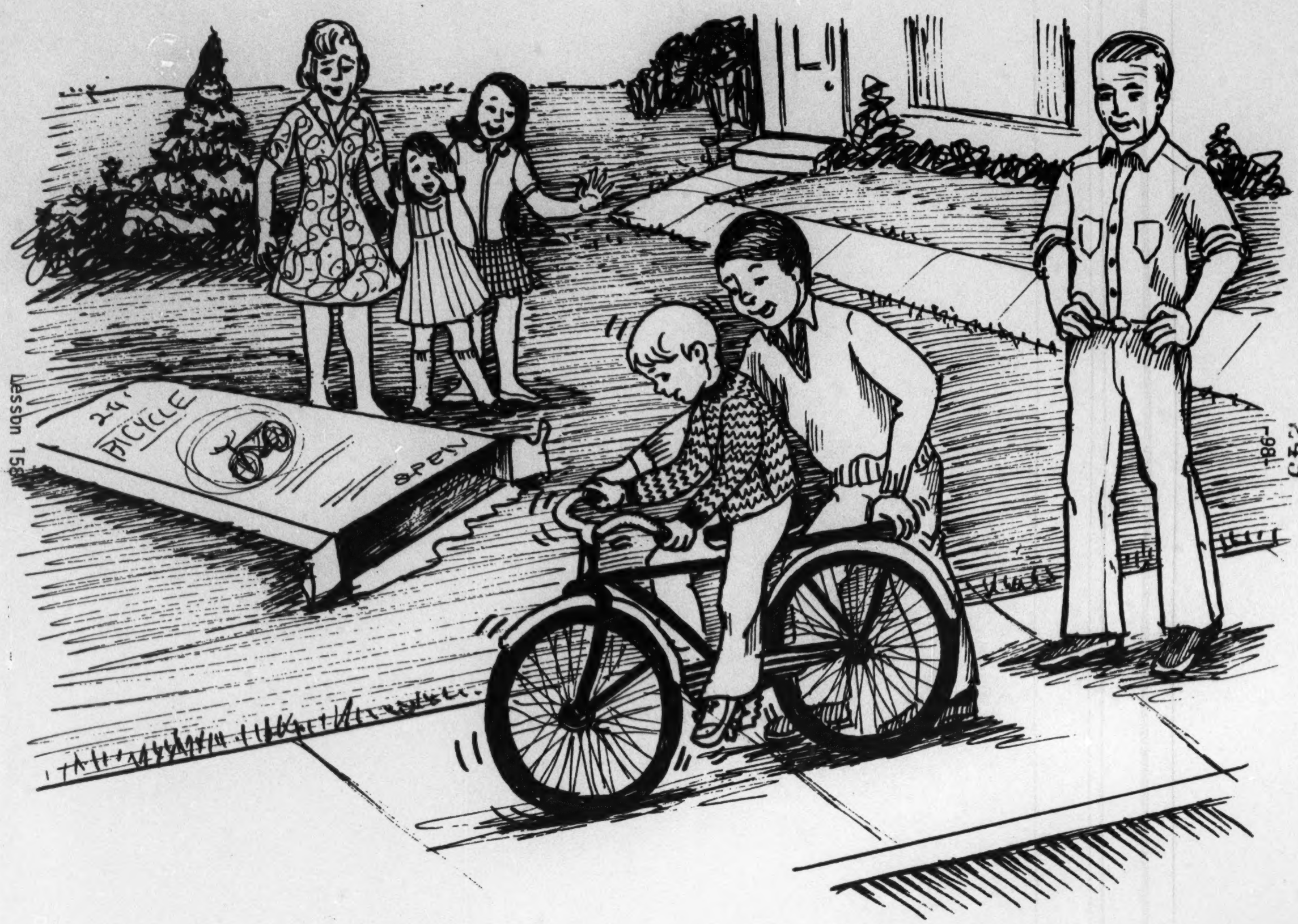
Picture 1
Lesson 159



Picture 2
Lesson 157

Picture 3
Lesson 157

Lesson 158



Lesson 158

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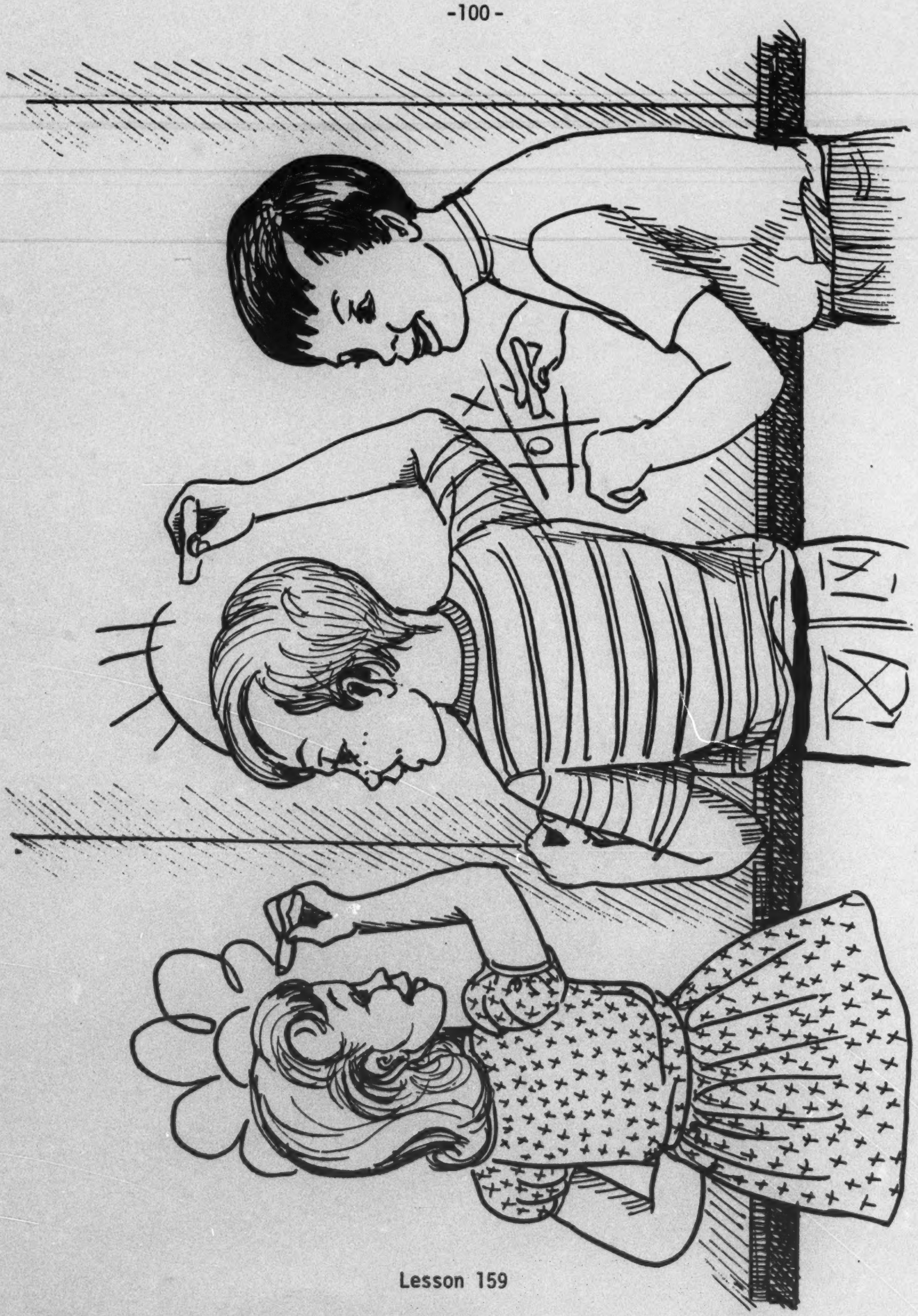
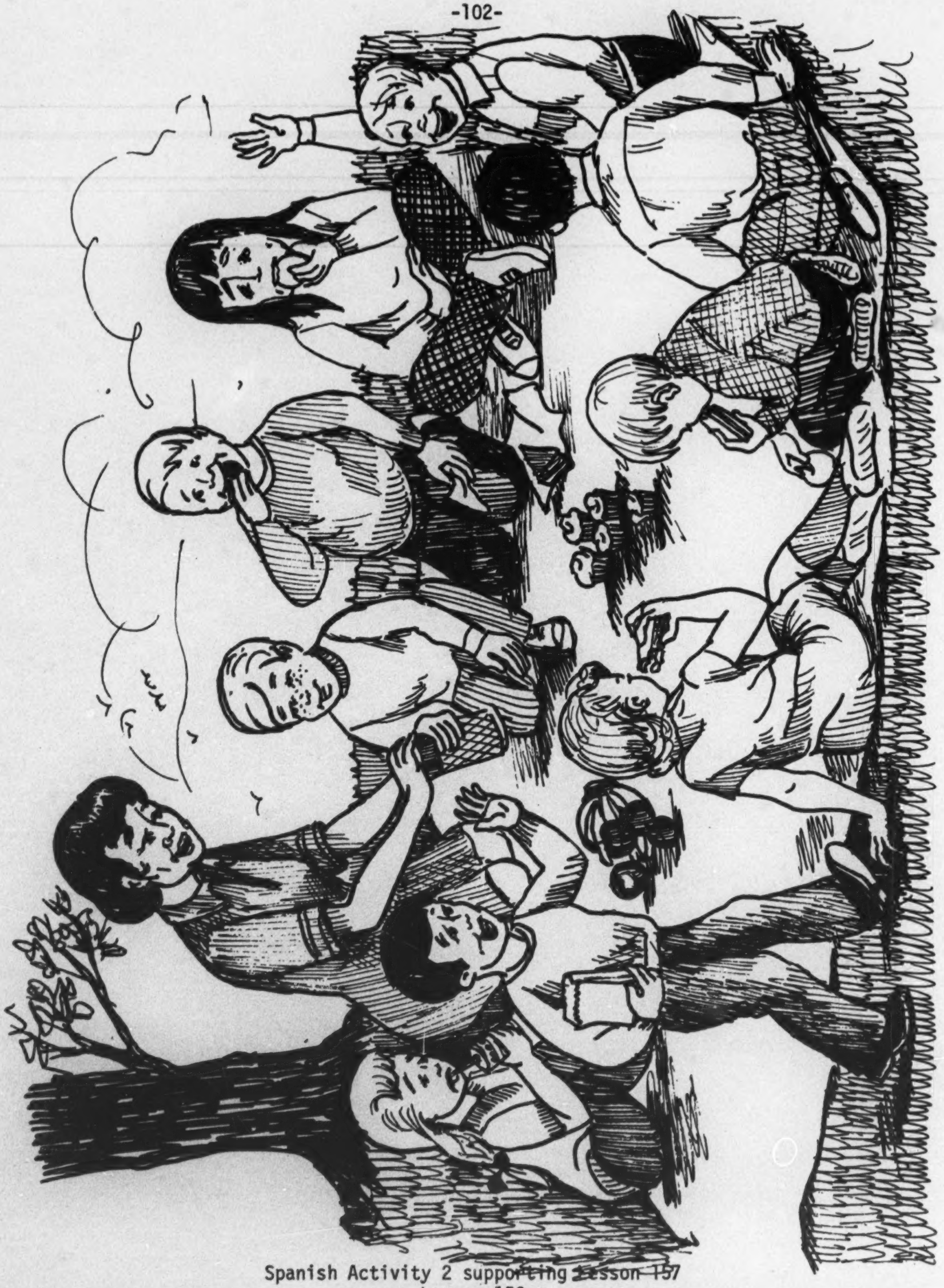
'98





Spanish Activity 2 supporting ~~Lesson 157~~
Lesson 159

SOCIAL SCIENCE CONCEPTS:

		UNIT 1												UNIT 2									
		BLOC 1						BLOC 2						BLOC 3						BLOC 4			
		SS	1	2	3	4	5	SS	6	7	8	9	10	SS	11	12	13	14	15	SS	16	17	18	1
Who we are and Where we are: Classroom People	1	X	X	X	X		X						X											
	2	X	X	X	X	X																		
	3	X	X	X	X	X							X											
	4*		X	X	X	X	X									X								
Classroom Resources	1							X	X	X	X	X	X	X	X	X	X				X	X		
	2							X	X	X	X	X		X	X							X	X	
	3	X						X	X	X	X	X		X	X									
	4							X	X	X	X	X	X	X	X	X								
Locating and Obtaining Resources	1										X		X	X	X		X	X	X	X				
	2														X	X	X			X				
	3									X		X		X	X	X		X	X					
	4									X				X	X	X		X	X			X		
Using Resources	1										X		X							X	X	X		
	2	X					X			X		X					X			X	X	X	X	
	3	X					X			X	X	X			X						X			
	4	X					X				X	X		X	X							X		
Attributes of Resources	1																							
	2																			X		X		
	3																							
	4																					X		
Needs and Wants	1									X	X	X	X					X		X	X			
	2							X		X		X					X			X				
	3									X	X	X			X			X		X				
	4							X	X		X	X	X					X			X			
School Workers	1	X		X																				
	2	X																						
	3			X																				
	4						X																	
Working and Sharing Together	1																							
	2																							
	3																							
	4																							
Classroom and School Location	1			X																			X	
	2	X		X														X						
	3					X																		
	4					X		X											X				X	

ACTIVITY

*or Suggested Field Trip (Review Lessons), Answer Time (Review-Ev

CONCEPTS: PART I SCOPE AND SEQUENCE

UNIT 2		UNIT 3		UNIT 4	
3	BLOC 4	BLOC 5	BLOC 6	BLOC 7	BLOC 8

LESSON

13	14	15	SS	16	17	18	19	20	SS	21	22	23	24	25	SS	26	27	28	29	30	SS	31	32	33	34	35	SS	36	37	38	39
								X																							
X				X	X			X		X	X	X																			
					X	X																									
X	X	X	X				X	X																							
X			X				X	X																							
	X	X					X	X																							
	X	X			X			X						X																	
			X	X	X		X	X		X																	X	X	X	X	X
X			X	X	X	X	X																				X	X			X
				X			X	X		X																	X		X	X	X
					X					X	X																X	X	X	X	X
			X		X				X		X		X	X		X	X		X	X	X							X	X	X	X
									X		X		X	X	X	X		X	X	X	X							X	X			X
									X		X		X	X	X	X		X	X	X	X							X	X	X		X
									X		X	X	X	X		X	X	X	X	X	X											
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		X					X																								
			X				X																								

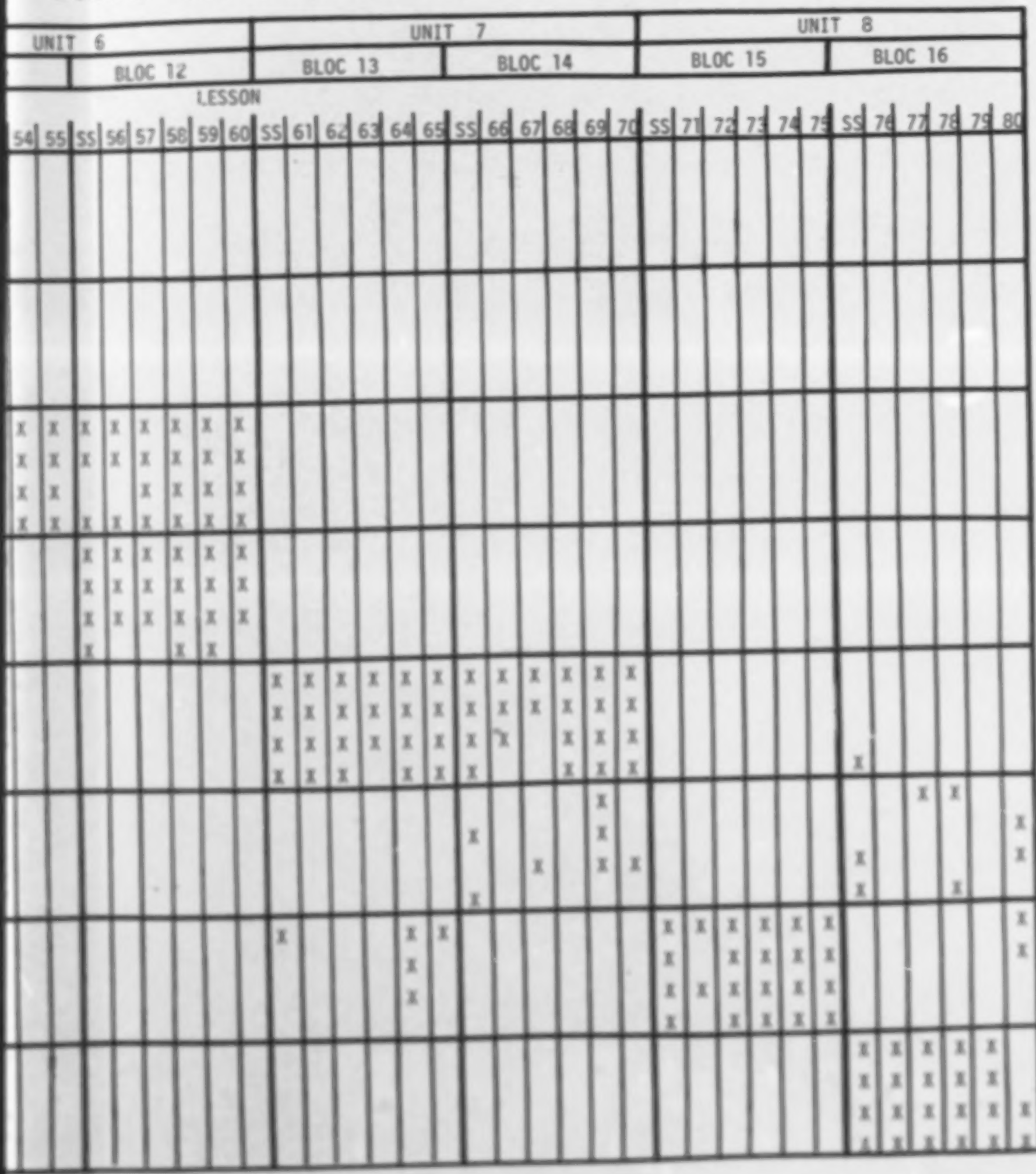
Answer Time (Review-Evaluation Lessons), Take-Off Ideas (all other Lessons)

SOCIAL SCIENC
SCOPE

	ACTIVITY	UNIT 5												UNIT 6									
		BLOC 9						BLOC 10						BLOC 11						BLOC			
		SS	41	42	43	44	45	SS	46	47	48	49	50	SS	51	52	53	54	55	SS	56	57	
The Nuclear and Extended Families	1	X	X	X	X	X	X																
	2	X	X	X	X	X	X																
	3	X	X	X	X	X	X																
	4*	X	X	X	X	X	X						X										
Family Needs	1							X	X	X	X	X	X										
	2							X	X	X	X	X	X										
	3							X	X	X	X	X	X										
	4							X	X	X	X	X	X										
Home and School - Directions, Distance, Size, Time	1													X	X	X	X	X	X	X	X	X	
	2													X	X	X	X	X	X	X	X	X	
	3													X	X	X	X	X	X			X	
	4													X	X	X	X	X	X	X	X	X	
The Land Around Us - Physical and Cultural Features	1																			X	X	X	
	2																			X	X	X	
	3																			X	X	X	
	4																			X			
Where we Live and the Weather	1																						
	2																						
	3																						
	4																						
Weather in Other Places	1																						
	2																						
	3																						
	4																						
Geography, Weather, Activities and Man's Needs - Clothing	1																						
	2																						
	3																						
	4																						
Geography, Weather, Activities and Man's Needs - Shelter	1																						
	2																						
	3																						
	4																						

*or Suggested Field Trip (Review Lessons).
Answer Time (Review - Evaluation Lessons).
Take-Off Ideas (all others)

L SCIENCE CONCEPTS: PART II
SCOPE AND SEQUENCE



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SOCIAL SCIENCE C
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		UNIT 9												UNIT 10									
		BLOC 17						BLOC 18						BLOC 19				BLOC 20					
		SS	B1	B2	B3	B4	B5	SS	B6	B7	B8	B9	B10	SS	B11	B12	B13	B14	B15	SS	B16	B17	B18	B19
Geography, Weather and Man's Needs-Food	1	X	X	X	X	X	X																
	2	X	X	X	X	X	X						X										
	3	X		X	X	X	X						X										
	4*	X		X		X	X																
Family Needs - A Summary	1								X	X	X	X	X										
	2							X	X	X	X	X	X										
	3							X	X	X			X										
	4							X	X	X		X											
Family Members at Work and Play	1													X	X		X	X	X				
	2														X		X	X	X				X
	3													X	X		X	X	X				
	4													X	X		X	X	X	X			
Family Members at Work - Satisfying Needs - Using Money	1																			X	X	X	X
	2																			X	X	X	X
	3																X				X	X	X
	4																			X	X	X	X
Division of Labor the Classroom and School	1													X									
	2																						
	3																						
	4																X		X				
Division of Labor - the Family	1																X		X				
	2																X		X		X		X
	3													X			X		X		X		
	4																		X	X		X	
Health and Safety Rules	1																						
	2																						
	3																						
	4																						
Sharing Rules	1																						
	4																						
	3																						
	4																						

ACTIVITY

*or Suggested Field Trip (Review Less
Answer Time (Review - Evaluation Les
Take-Off Idea (all other Lessons)

L SCIENCE CONCEPTS: PART III
SCOPE AND SEQUENCE

UNIT 10										UNIT 11										UNIT 12									
9		BLOC 20								BLOC 21						BLOC 22				BLOC 23						BLOC 24			
LESSON																													
3	94	95	SS	96	97	98	99	100	SS	01	02	03	04	05	SS	06	07	08	09	10	SS	11	12	13	14	15	SS	16	17	18	19	20
X	X	X						X					X					X	X	X											
X	X	X					X					X	X					X		X											
X	X	X						X	X			X	X	X	X			X	X												
X	X	X	X					X	X			X	X		X			X		X											
			X	X	X	X	X										X	X		X											
			X	X	X	X	X	X							X	X	X	X	X	X												
X				X	X	X	X	X							X		X	X		X												
			X	X	X	X	X	X							X		X	X														
									X	X	X	X	X																			
									X	X	X		X	X														X	X	X		
X		X							X	X	X		X	X														X	X	X		
X		X						X				X	X				X	X	X	X												
X		X		X			X					X	X				X	X	X	X												
X		X		X				X	X			X	X	X	X			X	X										X			
		X	X		X			X				X	X																			
																					X	X	X	X	X	X						
																					X	X	X	X	X	X	X	X	X	X	X	X
																					X	X	X	X	X	X	X	X	X	X	X	X

ield Trip (Review Lessons).
eview - Evaluation Lessons).
(all other lessons)

SOCIAL SCIENCE CO
SCOPE AND

		UNIT 13												UNIT 14										
		BLOC 25						BLOC 26						BLOC 27						BLOC 28				
		SS	121	122	123	124	125	SS	126	127	128	129	130	SS	131	132	133	134	135	SS	136	137	138	139	LES 140
Interpreting Feelings	1	X	X	X	X	X	X																		
	2	X	X	X	X	X	X																		
	3	X	X	X	X	X	X																		
	4*	X	X	X		X	X						X												
Analyzing Values	1							X	X	X	X	X													
	2							X				X	X												
	3							X	X	X	X	X	X												
	4							X		X		X	X												
Learning and Teaching Situations	1														X		X	X	X						X
	2													X		X			X	X					
	3													X	X	X	X	X		X					
	4													X					X						X
What We Learn and How We Learn It	1																			X	X	X	X	X	X
	2																			X	X	X	X	X	X
	3																			X		X	X	X	X
	4																			X	X	X	X	X	X
The Process of Change	1																								
	2																								
	3																								
	4																								
Causes, Duration, and Effects of Change	1																								
	2																								
	3																								
	4																								
Predicting Change	1																								
	2																								
	3																								
	4																								
Interpreting Feelings About Change	1																								
	2																								
	3																								
	4																								

ACTIVITY

*or Suggested Field Trip (Review Lesson
Answer Time (Review - Evaluation Lesso
Take-Off Ideas (all other Lessons)

AL SCIENCE CONCEPTS: PART IV
SCOPE AND SEQUENCE

UNIT 14										UNIT 15											UNIT 16										
27			BLOC 28							BLOC 29						BLOC 30					BLOC 31						BLOC 32			
LESSON																														
133	134	135	SS	136	137	138	139	140	SS	141	142	143	144	145	SS	146	147	148	149	150	SS	151	152	153	154	155	SS	156	157	158	159	160
																				X										X	
X	X	X						X																								
X	X	X X	X X					X																						X		
			X X X X	X X X X	X X X X	X X X X	X X X X	X X X X		X																					X		X
										X X X X	X X	X	X X	X X X	X X			X		X X									X			
																X X	X X X	X X	X X X	X X												X
																				X	X X	X X X	X X X	X X X	X X X	X X X			X		X	X
																				X							X X X X	X X X X	X X X	X X	X X X	X X X

Field Trip (Review Lessons).
Review - Evaluation Lessons).
s (all other Lessons)